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ABSTRACT

At the 1988 annual conference of the Association of Canadian Community Colleges, literacy was voted the number one issue. As a result of this designation, the board established a literacy task group to investigate the possibility of funding projects which would assist the colleges in the field of promoting literacy. In February 1988, with funding from the Canadian Department of the Secretary of State, the task force sent to its member colleges and institutes a survey to gather information on adult literacy programs. A revised edition was sent out in March 1989 seeking to update the data and add new program information, as well as to solicit information on partnerships between colleges and their communities. The survey gathered information on: (1) program activity; (2) method of delivery; (3) materials; (4) targets; and (5) financial costs. The survey results were integrated into an easily accessible computer data base available to all literacy advocates. This document explains how to access and utilize the database, and also describes eight model literacy programs which involve partnerships between colleges and business organizations. For each program described, the names and addresses of contact persons are provided. Appendixes include a description of a national literacy workshop, the survey questionnaire, survey responses, and a provisional directory. (Author/JMC)

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Literacy in the Colleges and Institutes: A Focus on Community Partnerships.

Association of Canadian Community Colleges

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T. J. Ilersich

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PHASE I Jan. 1989

LITERACY IN THE COLLEGES/INSTITUTES:

A Focus on Community Partnerships

At the ACCC (Association of Canadian Community Colleges) Conference which was held in St. John, New Brunswick, 1988, literacy was named as its number one priority. As a result of this designation a committee of college presidents began to investigate the possibility of funding projects which would assist the colleges in their work in the field of literacy. The committee members are:

Barry Moore (Chair)	President, Fanshawe College
Bert Curtis	Past President Confederation College
Bill Day	President, Douglas College
Dale Landry	President, Holland College

As a result of that Committee of Presidents' work a project was funded through the Secretary of State and is implemented in cooperation with ACCC and housed at Fanshawe College.

The overall objectives of the project are as follows:

1. To increase college awareness of and commitment to Adult Literacy Programs.

2. To introduce more colleges to the concept of Community Partnerships in Adult Literacy.

3. To develop a resource base of effective practices currently ongoing in Canadian colleges as replicable or modifiable examples for expanded institutional use.

4. To develop a data base of practitioners, practices and material available to colleges on adult literacy.

5. To begin the process of building college commitment to an expanded program by 1990 - the Year of Literacy.

6. To contribute through a publicity program to the growing public awareness of adult literacy as a national issue with the potential of some local responses.

A National Steering Committee was set up by ACCC and literacy practitioners from across Canada and proceeded to work with the Chairman of the committee, Bert Curtis and with Ruth Gates, the Vice President of Community Services at Fanshawe College which was selected to implement the project. Tamara Ilersich of Fanshawe College was hired to work with Ruth Gates to do the developmental and follow through work, particularly on the data base.

The project consists of three parts:

The first part is a publication which will include the results of a survey and also the results of updating of a year old survey which was sent out by ACCC. In this publication will be listed colleges and their contact people who are doing work in the field of literacy and the materials that are used, funding sources and other information on the types of programming that are carried on by the various institutions.

The significant part of this publication is that it focuses on partnerships between the colleges and any number of community organizations and groups. These will be highlighted in this bilingual publication which will have an initial run of twenty thousand (20,000) copies.

The second part of the project is a database. The final form of the information gathered from approximately 500 college contacts will become an excellent resource tool for all those involved in literacy advocacy. As stated in the proposal the objectives of the database are to produce a comprehensive list of practitioners, practices and material available to colleges on adult literacy. Developed from this will be a resource base of effective practices currently on going in Canadian colleges as replicable or modifiable examples for expanded institutional use.

This inclusive resource base will be available by modem access to any and all colleges or organizations that will benefit from this wealth of knowledge and networking. Fanshawe's Systems department has developed a program for this storehouse of data which will be extremely versatile. It has been designed so that information can be accessed in almost any format or sequence to suit the user's needs. Also this program will easily embrace additional responses for questions (ie. creating another data element in response to new answers), additional questions and even additional surveys so that new proposals and the resulting information can be incorporated into the resource base. This will allow for any update or expansion and thus will ensure that the database has an infinite shelf life.

This type of flexible programming provides an excellent on going resource tool that allows for an increase in national networking. A practitioner can hone in on specific examples at other colleges across the country that might best serve the needs of its community by accessing this data base. It all results in a more efficient and effective way of researching and developing programming.

The third part of the project was a workshop held on May 28, 1989 at the ACCC Annual Conference in Regina, Saskatchewan. It was designed to inform about the work that has been done in the project and to show how the data can be accessed. Brad Munro was present from the Literacy Secretariat to share with those present examples of some innovative projects that had been funded at the colleges.

The last part of the day was an open forum designed to assist the Presidents' group and ACCC in charting a course for the future in terms of literacy training and to advise them on new projects that could be considered by them for funding.

PROPOSAL TO

THE SECRETARY OF STATE

PROJECT II - THE PRACTICE OF COMMUNITY PARTNERSHIPS IN LITERACY EDUCATION

PRESENTED BY:

THE LITERACY TASK FORCE

ASSOCIATION OF CANADIAN COMMUNITY COLLEGES

1989

1.0 INTRODUCTION

During the last year, many innovative new projects have been developed in the field of literacy. Community and governmental organizations are represented in this literacy movement. Colleges and institutes across the country are one of the concerned and committed groups. Their enthusiastic response to the project "The Practice of Community Partnerships in Literacy Education" funded through the Literacy Secretariat, is evidence of that involvement.

Project I of the ACCC Literacy Project achieved the formation of the National Adult Literacy Database, **NALD**, as well as a resource manual, Literacy in the Colleges/Institutes: A Focus on Community Partnerships. The resource manual has been distributed to all college contacts, as well as many other literacy organizations across the country.

To date, **NALD** contains descriptions of 350 college programs/activities and over 400 contacts at colleges/institutes across the country. It allows access to a wealth of literacy information in a user friendly environment. However, the success of **NALD** is dependent upon maintaining a current, responsive database.

The regional workshops and telecommunications package outlined in proposal A - PROMOTION AND MAINTENANCE OF THE DATABASE, are critical to the acceptance, promotion and future of **NALD**. Without promotion, individuals who are not computer literate are not likely to seek access. Without a telecommunications network, individuals and institutions would have to pay long distance phone rates in order to access the information. In addition, there would be no reasonable, manageable method of collecting revenue.

The telecommunications system: reduces the cost to the end user in order to provide equitable rates to all national users; allows a means of collecting revenue, with the intention that **NALD** will eventually become self-sustaining; increases the features of the database by providing electronic mail services, data conferences, and the ability for the user to update their program information on-line; provides an electronic bulletin board which can be used to promote/record International Literacy Year events as well as other college activities; and provides national advertising to all the networks users.

The regional workshops will serve as "hands on access" demonstrations for potential users. It is imperative that the group see and experience the ease with which access to the storehouse of information can be obtained. Users will only maximize the potential of **NALD** if they are comfortable with the system from the beginning. Regional workshops will also familiarize literacy advocates with the actual database: its current content; and its potential for development. Maximum utilization will also be promoted if members and potential members become aware that there is a National Centre and begin to develop a working relationship with staff from that Centre.

It will be the objective of the Project Officer to monitor all incoming questions and ensure that the best service is delivered. Marketing and promotion of the database through the workshops, brochures, and correspondence to potential users is extremely important to the future of the database. This is the rationale for proposal A - PROMOTION AND MAINTENANCE OF THE DATABASE.

Through **NALD** individuals, organizations and institutions can learn about literacy programs. One of the sections in **NALD** is devoted to partnerships. Examples of exemplary partnerships have been highlighted in the resource manual.

The concept and practice of college partnerships with community groups is growing. However, in order to continue promoting partnerships between the community and colleges/institutes, it is imperative that the community programs be added to **NALD**. Then, the database will provide an opportunity for all groups (not just colleges/institutes), to share ideas and resources, as well as provide good examples.

The currently limited membership in **NALD** does not necessarily promote partnerships with community based agencies or organizations who may not have technological access to **NALD**. That is not to imply that the potential does not exist. If Colleges agreed to act on behalf of community agencies or provide a low cost access service to them, virtually anyone could link into the database. At that point any literacy based program or service would have access to the databank, access to exemplary program examples, access to joint delivery models, in essence access to some of the tools that might help build partnerships. At the same time, agencies accessing the system through a College would have to make a commitment to contribute to the database whenever appropriate. The development of these types of working relationships, partnerships or joint delivery models is highly dependent upon the acceptance and implementation of Proposal B - DEVELOPMENT AND ENHANCEMENT OF THE DATABASE.

Increasing awareness of literacy programs will be attributed to Project I and Project II of this federal project. In order to further the nationwide development of this project and ensure its future, it is important to capitalize on this heightened interest. The project must continue to highlight new partnership approaches and gather and update literacy information. The approval of the next phase will ensure that the database is accessible on a national level, that community organizations are included and that a national networking system is put in place that will provide on-line access as well as an electronic bulletin board for International Literacy Year, 1990 and the future.

2.0 PROPOSALS

In order to meet the objectives initiated by the ACCC Literacy Task Force, two separate proposals have been proposed as part of Project II:

A. PROMOTION AND MAINTENANCE OF THE DATABASE

B. DEVELOPMENT AND ENHANCEMENT OF THE DATABASE

3.0 OBJECTIVES OF PROJECT II

1. TO CONTINUE TO INCREASE COLLEGE AWARENESS OF AND COMMITMENT TO ADULT LITERACY PROGRAMS
2. TO CONTINUE TO INTRODUCE MORE COLLEGES TO THE CONCEPT OF COMMUNITY PARTNERSHIPS IN ADULT LITERACY
3. TO CONTINUE TO INTRODUCE MORE COMMUNITY ORGANIZATIONS SUCH AS SCHOOL BOARDS, LIBRARIES AND BUSINESSES TO THE CONCEPT OF PARTNERSHIPS WITH THE COLLEGES
4. TO MAINTAIN A CURRENT DATABASE OF PRACTITIONERS, PRACTICES AND MATERIAL AVAILABLE
5. TO ADD TO THE DATABASE THE COMMUNITY ORGANIZATIONS INVOLVED IN ADULT LITERACY [N.B.. IN ORDER TO ENCOURAGE SUPPORT OF COMMUNITY ORGANIZATIONS TO THE CONCEPT OF PARTNERSHIPS WITH COLLEGES, THE WORK/PROGRAMS THAT THEY DO IN THE FIELD OF ADULT LITERACY MUST BE INCLUDED IN THE DATABASE.]
6. TO CONTINUE TO BUILD COLLEGE COMMITMENT TO LITERACY FOR INTERNATIONAL LITERACY YEAR
7. TO INVOLVE COMMUNITY ORGANIZATIONS IN THE MOVE TO ILY, 1990 WITH THE THEME OF PARTNERSHIPS
8. TO CONTINUE PUBLICITY PROGRAMS TO PROMOTE PUBLIC AWARENESS OF ADULT LITERACY AS A NATIONAL ISSUE WITH THE POTENTIAL OF SOME LOCAL RESPONSES
9. TO ENSURE THAT THE DATABASE/RESOURCE CENTRE BECOMES SELF-SUSTAINING.

A. PROMOTION AND MAINTENANCE OF DATABASE

1.0 STRATEGIES

1. TO DEVELOP REGIONAL WORKSHOPS, BROCHURES, AND INFORMATION WHICH WILL DEMONSTRATE THE BENEFITS OF THE DATABASE TO RESEARCHERS, PRACTITIONERS, AND OTHERS

2. TO UPDATE AND MAINTAIN THE DATABASE, USING A DATA ENTRY PERSON [N.B. VERY IMPORTANT, ESPECIALLY FOR INITIAL PERIOD TO HAVE SOMEONE WHO CAN RESPOND IMMEDIATELY TO ANY CONCERNS TO ENSURE THAT THIS TRANSITION TIME FOR MEMBERS IS AS SMOOTH AS POSSIBLE]

3. TO PROVIDE A NATIONAL HEADQUARTERS AND CONTACT PERSON FOR MEMBERS AND POTENTIAL MEMBERS OF THE DATABASE.

4. TO HIGHLIGHT PARTNERSHIPS IN A SPECIAL SECTION OF THE DATABASE IN ORDER TO CONTINUE BUILDING AWARENESS

5. TO CONDUCT UPDATES ON A SEMIANNUAL OR ANNUAL BASIS IN ORDER TO PROVIDE THE MOST CURRENT INFORMATION IN AN EVER-CHANGING AREA

6. TO RESPOND TO REQUESTS FOR REPORTS IN A REASONABLE AMOUNT OF TIME, DEPENDING ON NATURE OF REQUEST.

7. TO PROVIDE VIABLE ACCESS BY CONNECTING TO A TELECOMMUNICATION NETWORK SUCH AS INET 2000, THE BENEFITS OF WHICH ARE OUTLINED BELOW

   DATAPAC 3000 - iNET 2000
   REDUCES THE COST TO THE END USER IN ORDER TO PROVIDE EQUITABLE RATES TO ALL NATIONAL USERS; ALLOWS A MEANS TO COLLECT REVENUE WITH THE INTENTION THAT **NALD** WILL EVENTUALLY BECOME SELF-SUSTAINING; INCREASES THE FEATURES OF THE DATABASE BY PROVIDING ELECTRONIC MESSAGING; DATA CONFERENCES; AND THE ABILITY FOR THE MEMBERS TO UPDATE THEIR PROGRAM INFORMATION ON-LINE; PROVIDES AN ELECTRONIC BULLETIN BOARD WHICH CAN BE USED TO PROMOTE/RECORD INTERNATIONAL LITERACY YEAR EVENTS AS WELL AS OTHER COLLEGE ACTIVITIES; AND PROVIDES NATIONAL ADVERTISING TO ALL THE NETWORK USERS.

8. TO SET UP A " HANDS ON ACCESS " THREE-DAY WORKSHOP AT THE ACCC ANNUAL CONFERENCE IN P.E.I. AS WELL A SEMINAR IN ORDER TO PROMOTE COMMUNITY PARTNERSHIPS

5/6

B. DEVELOPMENT AND ENHANCEMENT OF THE DATABASE

1.0 STRATEGIES

1. TO FURTHER DEVELOP THE DATABASE SO THAT IT CONTAINS A COMPREHENSIVE LIST OF ADULT LITERACY PROGRAMS ACROSS THE COUNTRY INCLUDING THOSE CONNECTED TO OR ADMINISTERED BY COLLEGES/INSTITUTES, AS WELL AS COMMUNITY GROUPS

2. TO PROVIDE DIRECTORIES OF ORGANIZATIONS INVOLVED IN LITERACY SO THAT COLLEGES AND COMMUNITIES ARE AWARE OF PROGRAMS IN VARIOUS REGIONS

3. TO PROVIDE INFORMATION ON LITERACY PROGRAMS FOR STUDENTS WHO MOVE BETWEEN CITIES AND PROVINCES

4. TO PROVIDE A NATURAL SETTING FOR IN HOUSE LITERACY RESOURCE CENTRE WHICH WOULD PROMOTE THE DATABASE CENTRE AS A MODEL; PROVIDE INFORMATION TO LEARNERS AND AGENCIES IN THE COMMUNITY; PROVIDE THE OPPORTUNITY TO ESTABLISH A HOTLINE. [N.B. USE DATABASE AND NEWSLETTER TO ADVERTISE THIS EXAMPLE OF USE OF DATABASE TO OTHER COMMUNITIES WHO HAVE A RESOURCE CENTRE OR WHO WOULD LIKE TO SET ONE UP.]

5. TO PROVIDE ACCESS TO THE COMMUNITY IN ORDER TO PROMOTE PUBLIC AWARENESS OF THE IMPORTANCE OF LITERACY THROUGH NEWSLETTERS, BROCHURES AND OTHER GENERIC PROMOTIONAL MATERIALS.

6. TO PROMOTE COLLEGE PARTNERSHIPS WITHIN THE COMMUNITY

7. TO CONTINUE TO PROVIDE THIS INNOVATIVE RESEARCH TOOL TO ADULT LITERACY PRACTITIONERS AND ANY OTHERS

8. TO ESTABLISH A RESOURCE CENTRE FOR RESEARCH PURPOSES WHICH COULD BE USED BY UNIVERSITIES, COLLEGES AND OTHERS TO GATHER AND ANALYZE INFORMATION OR TO CONTRIBUTE TO RESEARCH FINDINGS [N.B. PROVINCIAL GOVERNMENT AND UNIVERSITY RESEARCHERS HAVE ALREADY EXPRESSED INTEREST IN THE DATABASE]

9. TO PROVIDE A PRODUCTION BASE FOR QUARTERLY NEWSLETTERS WHICH WOULD PROMOTE NEW, INNOVATIVE PARTNERSHIPS; ADVERTISE THE DATABASE AS A RESOURCE TOOL; ENCOURAGE PARTICIPATION IN ILY, 1990 ACTIVITIES; AND GENERALLY PROVIDE A FORUM FOR LITERACY-BASED INFORMATION EXCHANGE.

10. TO ENSURE THAT NEW PROJECTS FUNDED BY THE LITERACY SECRETARIAT AS WELL AS OTHER LITERACY INITIATIVES ARE ENTERED INTO THE DATABASE IN ORDER TO MAINTAIN A COMPREHENSIVE LIST OF WHAT IS HAPPENING NATIONALLY

11. TO REFERENCE, WITHIN THE DATABASE, OTHER SYSTEMS THAT WOULD PROVIDE FURTHER INFORMATION

4.0 DEVELOPMENT AND COORDINATION

IT IS PROPOSED THAT FANSHAWE COLLEGE CONTINUE IN ITS ROLE OF PROJECT MANAGER.

5.0 FOLLOW-UP

THIS PROJECT WILL BE IMPLEMENTED UNDER THE DIRECTION OF THE NATIONAL STEERING COMMITTEE. IN ADDITION, REGULAR CONSULTATION WILL BE MAINTAINED WITH THE LITERACY TASK FORCE, AS WELL AS WITH ACCC.

THE REGIONAL WORKSHOPS WILL PROVIDE A FORUM FOR FEEDBACK AND SUGGESTIONS FOR NEW DIRECTIONS, ETC.

A FORMAL EVALUATION OF THE EFFECTIVENESS OF THE DATABASE WILL BE ARRANGED AND IMPLEMENTED BY THE COLLEGE AT THE END OF A FULL YEAR OF OPERATION.

6.0 REPORTING

REPORTS COMPLETED AS REQUIRED ACCORDING TO PROCEDURE.

26-Oct-1989 Thu 16:17

WHO IS RESPONSIBLE FOR THE CREATION OF THE NATIONAL ADULT LITERACY DATABASE?

NALD is the result of a project funded by the Secretary of State National Literacy Secretariat, as developed by the ACCC Literacy Task Group and implemented through Fanshawe College of Applied Arts and Technology.

WHERE CAN I GET MORE INFORMATION?

Contact:

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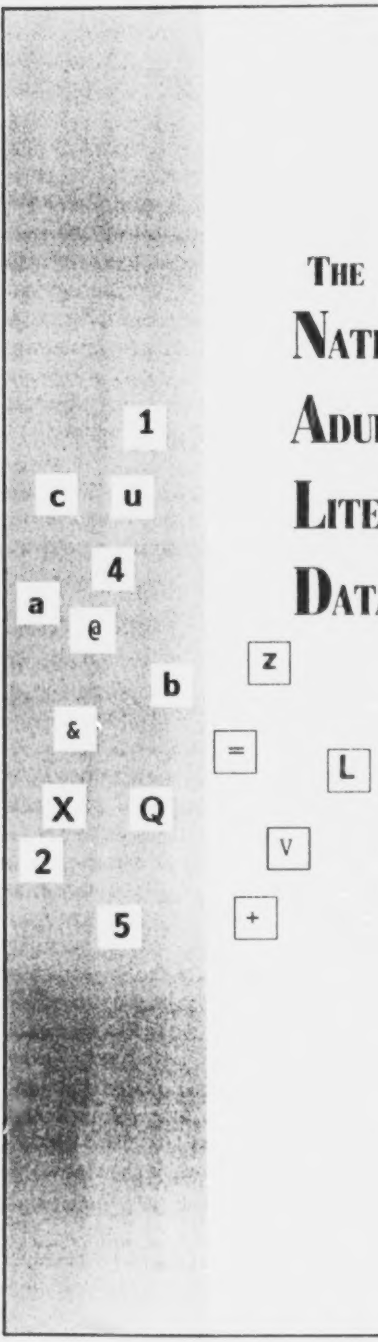

THE NATIONAL ADULT LITERACY DATABASE

WHAT DOES THE NATIONAL LITERACY DATABASE HAVE TO OFFER?

NALD provides practitioners and literacy advocates with access to current data and information on literacy programming across Canada. It encompasses program design and evaluation techniques as well as examples of community partnerships in literacy. The database program has been designed to be flexible and expandable for addition and deletion of information to ensure infinite shelf life. Easily accessible in French and in English, NALD supplies complete facts and figures to clients with regard to specific regions or communities and is invaluable to anyone starting up a special project.

HOW IS NALD ACCESSIBLE?

For a charge of $3.30 per month (as established by Telecom Canada), plus a minimal on-line charge, access is provided to this customized literacy information network through Telecom's iNet 2000* network. Linkage requires a computer, modem, and a software package for communication with iNet 2000. (A NALD association iNet ID also enables access to 1500 other databases in the network.)

Community groups may be able to access NALD through their local community college.

*iNet 2000 is a trademark of Telecom Canada.

WHY WAS NALD CREATED?

While investigating ways to assist the colleges in their work in the field of literacy, the ACCC Literacy Task Group decided that a resource tool in the form of a national database be established. This database would catalog the programs and partnerships being implemented by Canada's colleges and institutes in their communities thereby providing replicable or modifiable examples for expanded institutional use.

The distribution of two separate but similar surveys resulted in the documentation of over 350 programs across the country.

WHAT OTHER BENEFITS DOES NALD OFFER?

By March 1991, Phase II of the project will have been completed, incorporating detail on programs and activities being offered by community organizations, boards of education, libraries, and other agencies involved in literacy across Canada. NALD will also contain abstracts of research in adult literacy.

NALD is also equipped with an electronic bulletin board on which International Literacy Year events are posted.

Other databanks, such as examination and curriculum packages, are currently being investigated for their possible addition to NALD. Suggestions for other databank uses are welcome.

Members can add or update information, thereby sharing needed data with others.

NALD

National Adult Literacy Database

What does NALD offer?

- Directories
  - Prov.
  - Regional
  - Special Groups
- Information
  - Programmes
  - Organizations
  - Prof. Dev.
- Bulletin Board
  - ILY Calendar of Events
  - Messaging/Conferencing
  - Statistics

Who will benefit from NALD?

- Instructors
  - programme dev. or enhancement
- Community Agencies
  - referral
- Business
  - workplace assessment
- Research
  - statistics

NALD

National Adult Literacy Database

Access

How can you access?

Equipment required for access:

- computer
- modem (1200 baud/ 2400 baud)
- communications software (emulate VT100/200/300)
- iNet ID - membership fee paid by NALD
- $3.30/mth maintenance fee and $.30 per minute on-line paid by member

Results

What are the results?

- sharing information/resources
- potential for partnerships to develop

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TAMARA J. ILERSICH
PROJECT CO-ORDINATOR
ACCC/NATIONAL ADULT LITERACY DATABASE

NATIONAL ADULT LITERACY DATABASE - (NALD)

Literacy Survey

INSTRUCTIONS:

1. Please complete one questionnaire per programme or activity.

   Programmes which operate at multiple sites require that only one survey be completed, but please list each site and contact information. Please copy this questionnaire if you need extra copies.

2. Return questionnaire before ____________ to: ________________________

   ____

   ____

   ____

3. Please note that some of the following questions may overlap; however, the purpose is to document adult literacy activities as comprehensively as possible. If you wish to add comments, feel free to add those to this document. You may check more than one response in each question.

The National Adult Literacy Database is a federally funded project, administered and implemented by the Association of Canadian Community Colleges and Fanshawe College. On line access will be available May 01, 1990.

For further information contact:

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A) PROGRAMME/ACTIVITY/INFORMATION

A-01 **Programme/Activity - Title:**____

A-02 **Type of programme/activity:**

. Instructional programme ---------
(if so, complete A03, A07-A12 and Sections B,C,D,E.)

. Professional development programme ---------
eg. tutor teacher training
(if so, complete A03, A04, A08-A12 and Sections D,E.)

. Project/Activity ---------
(if so, complete A03, A05, A08-A12 and Sections D,E.)

. Network/Coalition/Association/Database ---------
(if so, complete A03, A06, A08-A12 and Sections D,E.)

. Other (please specify and define) ---------
(if so, complete Sections D,E.)

A-03 **Description:** (Please include how and when your program originated.)

A-04 **Professional development Programmes**
(Respond only if you identified this category in section A02).

Tutor training (volunteers) ---------

Tutor training (paid) ---------

Instructor training ---------

Other (specify) ---------

A-05 **Project/Activity**
(Respond only if you identified this category in section A02).

Research ---------

Development of Learning Materials ---------

Course Design/Curriculum Development ---------

Conference/Workshop ---------

Advocacy/Promotion ---------

Other (specify) ---------

A-06 **Network/Coalition**
(Respond only if you identified this category in section A02).

State your missions statement/goals/objectives for 1990.

A-07 **Please indicate which of the following components apply to your programs. You are not limited to selecting only one component.**
(Respond only if you identified this category in section A02).

Adult Basic Education -------

Second Language Instruction -------

Job Search/Retention Skills -------

Literacy -------

Life Skills -------

Occupational/Skills Training -------

Other (specify) -------

A-08 This programme/activity is offered or organized in partnership with:

____

____

A-09 Contact Information

Contact Person ______________________________

Phone # ______________ Fax # ______________

Organization name ______________________________

Address & Postal Code ______________________________

____

A-10 Other sites (If you wish to have all programme sites recorded in the database be sure to list addresses including postal codes).

N.B. This area on the database would be accessed for referral purposes.

Site: ______________________________

Contact name: ______________________________

Phone # ______________ Fax # ______________

Address & Postal Code ______________________________

____

Site: ______________________________

Contact name: ______________________________

Phone # ______________ Fax # ______________

Address & Postal Code ______________________________

____

Site: ______________________________

Contact name: ______________________________

Phone # ______________ Fax # ______________

Address & Postal Code ______________________________

____

A-11 What Is The Language of the Programme/Activity?

English -------

French -------

Mother Tongue -------
(Specify)

A-12 Which of the following applies?

On-going programme/activity (12 months) -------

Repeating programme/activity -------

One time programme/activity -------

Start date -------

Completion date -------

B) ACCESS/DELIVERY

B-01 Levels of instruction
(Respond only if you offer instructional programmes)
- (from Page 1)

Level 1	Grades 1 - 5 (inclusive)	-------
Level 2	Grades 6 - 8	-------
Level 3	Grades 9 - 10	-------
Level 4	Grades 11 - 12 - 13 (where applicable)	-------

If not applicable please explain:

B-02 Which of the following methods apply to your delivery?

Volunteer Tutor -------

Paid Tutor -------

Classroom Instructor -------

Distance Education -------

Other (specify) -------

B-03 Where is the programme delivered?

Structured Classroom Setting -------

Drop-in Learning Centre -------

Workplace Setting -------

Library -------

Home -------

Community Centre -------

Religious Institution -------

Hospital -------

Correctional Institution -------

Other (specify) -------

B-04 How many Students Are Reached On Average Per Group/Class?

1 -------

2 to 5 -------

6 to 10 -------

11 to 15 -------

16 to 20 -------

> 20 -------

B-05 How would you best describe your instructional methodology?

Collaborative/Co-operative Learning --------

Experiential Learning --------

Computer-Assisted Learning -------

Individualized Instruction -------

Phonics -------

Whole Language -------

Other (specify) -------

B-06 Please describe entrance evaluation.

Needs Assessment -------

Interview -------

Prior Learning Assessment -------

Other (specify) -------

B-07 List eligibility requirements.

____

____

____

____

B-08 Are support services available for students?

Childminding Services -------
Career Counselling -------
Personal Counselling -------
Financial Assistance -------
Other (specify) -------

____

____

B-09 Which of the following applies to your programme? Note that more than one may apply.

Full Time -------
Part Time -------
Evening -------
Daytime -------
Continuous Entry/Exit -------
Block Entrance/Exit -------

B-10 Does your programme include evaluation?

Of the students -------
Of the instructors -------
Of the programs -------

B-11 Is there student follow-up?

Yes -------

No -------

B-12 How is programme completion recognized?

Certificate -------

Diploma -------

Credit Course -------

Letter Of Recognition -------

Other (specify) -------

____

____

C) MATERIALS

C-01 Which Of the following are used in the programme? Note that more than one may apply.

Commercially Printed Materials --------

Locally Developed Print Materials --------

Commercially Produced Software -------

Locally Developed Software -------

Commercially Produced Audio/Video -------

Locally Developed Audio/Video -------

Practical/Thematic -------

Student Generated Materials -------

Canadian Content Materials -------

Culturally Specific Materials -------

Other (specify) -------

____

____

D) TARGET GROUP

D-01 Identify your primary target group.

General -------
Prisoners or Inmates -------
Learning Disabled -------
English As A Second Language -------
French As A Second Language -------
Women -------
Aboriginal People -------
Work Place -------
Seniors -------
Family -------
Youth (15 to 24) -------
Tutors -------
Literacy Instructors -------
Program Administrators -------
Policy Makers -------
Special Needs (specify) -------

____

____

Particular Socio/Economic Group (specify) -------

____

____

Other (specify) -------

____

____

D-02 If your organization/institution has any formal policies regarding the provision of literacy services, please describe.

LITERACY IN THE COLLEGES AND INSTITUTES:

A Focus on Community Partnerships

The Association of Canadian Community Colleges

1989

ACCC Wishes to Acknowledge the Project Leadership of
Fanshawe College of Applied Arts and Technology

This Project was Financially Assisted by the Secretary of State National Literacy Secretariat

PREFACE

Global efforts are currently on the increase as the nations of the world gear up for International Literacy Year, 1990. Canada, as the host country of the International Task Force on Literacy, is responsible for promoting public awareness. The mobilization of a literacy movement is gaining momentum with the growing support of individuals and organizations.

Adult illiteracy in Canada, according to the Southam survey, affects 4.5 million Canadians. Its direct cost to business, according to the Canadian Business Task Force on Literacy, is $4 billion while the cost to society as a whole is estimated at approximately $10 billion.

The Federal government, in recognizing the seriousness of the issue, has allocated through the Department of the Secretary of State, $110 million over five years to address the problem of illiteracy. These funds will support projects which meet criteria as established by the literacy community of Canada. Collaborative efforts by governments, policy-makers, researchers, practitioners, organizations and literacy students will form the foundation of a national community working towards the reduction of illiteracy.

This publication is the result of such a grant. In February of 1988, The Association of Canadian Community Colleges sent to its member colleges/institutes a survey for the gathering of information on adult literacy programs. In March 1989, a revised edition was sent out with two objectives intended. The first objective was to update the data and add new program information. The second objective was the addition of a "partnerships between colleges and their communities" aspect with the intention of discovering exemplary partnerships and promoting awareness of these successful programs.

Canadian colleges and institutes realize the benefits of such partnerships. By sharing effective techniques, ideas, services and costs, and understanding special group needs, literacy advocates can better serve the literacy student. They act upon the needs of the communities they serve and are committed to providing the best support possible. Many such examples have been provided in this publication.

The survey information summarized in this document is also available on database, which will be updated and maintained as a resource tool for all literacy advocates.

This project has been a collaborative partnership between Canada's colleges and institutes and their association, ACCC, through the leadership of Fanshawe College. It is our hope that it will continue providing necessary information to Canadian colleges, institutes, and community organizations so they may augment existing programming while creating new and special programs for the literacy student.

ACKNOWLEDGEMENTS

It has been my privilege to be responsible for the implementation of the Literacy Project which was funded through the Secretary of State and developed through the ACCC Literacy Task Force. From the time this was first approved for funding, until the publication of this report, a little over seven very busy months have elapsed. One of the people who have helped to make it a successful project is Tamara Ilersich, who is primarily responsible for the way in which the excellent data base has been developed. I am sure that time will reveal how valuable a resource this will be to governments, private individuals, the colleges and other organizations involved in literacy.

I want to thank, also, the members of the National Steering Committee who have worked with us regionally by putting us in touch with many people and sources of information. Because of their commitment, we now have a database which is as complete and up-to-date as possible. Thanks also to Micheline Reid of ACCC, who has been our liaison person for the project. It is our hope that this project will be but the beginning of a national commitment to literacy throughout the college system, which recognizes the wealth of experience and dedication already existing; which seeks to strengthen existing partnerships and build new ones.

Many people are currently involved in assisting adults to improve their literacy skills. Our colleges play an important role by providing to community groups involved resources and expertise they might not otherwise have access to. It is in this spirit that the project was developed, and we hope it will continue to be an effective tool for the many partners involved in literacy in Canada.

Ruth Gates
Committee Coordinator

MESSAGES

Barry Moore
Chair
ACCC Literacy Task Group

The Association of Canadian Community Colleges made Adult Literacy a major priority at both the 1988 and 1989 annual general meetings. The publication that follows represents a first step in the Association's acknowledgement of the literacy priority.

In combination with the computerized data base housed at Fanshawe College, the publication will provide a major resource for literacy practitioners all across Canada. On behalf of the Task Group of Presidents and the National Steering Committee, I would like to thank the Literacy Branch of the Secretary of State for their support of this project.

Bert Curtis
Chair
National Project Steering Committee

It has been a pleasure to chair the National Project Steering Committee for the Association of Canadian Community Colleges.

Representation on the committee spans the nation so that regional views can be heard and considered. Each member of the committee has worked hard to bring the project to completion. Fanshawe College, chosen as the site for the project, has provided excellent leadership and fine staff support.

In establishing its annual activity priorities, ACCC has, in 1988 and 1989, featured college activity in the areas of literacy improvement. This continued thrust toward literacy improvement in Canada is well suited to the association and its excellent network of colleges.

NATIONAL STEERING COMMITTEE MEMBERS:

Ruth Gates -- Coordinator
Vice President, Community Services
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London, Ontario

Mia Gordon
Director of Student Services
Douglas College
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Kathy Chang
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INTRODUCTION

At the 1988 annual conference of the Association of Canadian Community Colleges, held in St. John, New Brunswick, literacy was voted the number one advocacy issue. As a result of this designation, the Board established a Literacy Task Group to investigate the possibility of funding projects which would assist the colleges in their work in the field of literacy. These committee members are:

Barry Moore (Chair)	President, Fanshawe College
Bert Curtis	Past President, Confederation College
Bill Day	President, Douglas College
Dale Landry	President, Holland College
Linda Shohet	Director, Centre for Literacy, Dawson College

From the Task Group's work evolved a project which was funded through the Secretary of State. The overall objectives of the project are as follows:

1. To increase college awareness of and commitment to Adult Literacy Programs.

2. To introduce more colleges to the concept of Community Partnerships in Adult Literacy.

3. To develop a resource base of effective practices currently in Canadian colleges as replicable or modifiable examples for expanded institutional use.

4. To develop a data base of practitioners, practices and material available to colleges on adult literacy.

5. To begin the process of building college commitment to an expanded program by 1990 - the Year of Literacy.

6. To contribute through a publicity program to the growing public awareness of adult literacy as a national issue with the potential of some local responses.

A National Steering Committee set up by ACCC, consisting of literacy practitioners from across Canada, proceeded to work with the Chairman of the committee, Bert Curtis and Ruth Gates, the project coordinator. Tamara Ilersich of Fanshawe College was hired to work with Ruth Gates for developmental and follow-through work, particularly on the data base.

The project consists of three parts:

1. **A publication** to include the results of an initial survey and the results of an updated version. A list of colleges/institutes and their contact people working in the field of literacy and the methods used, funding sources and other college/institute programming information.

   A significant part of the publication will focus on partnerships between the colleges/institutes and community organizations and groups. The publication will have an initial run of 5,000 English copies and 1000 French copies.

2. **A database**, for pooling of information gathered from approximately 400 college contacts. This is an excellent resource tool for those involved in literacy advocacy. As stated in the proposal, the objective of the database is to produce a comprehensive list of practitioners, practices and materials available to colleges on adult literacy. Developed from this is a resource base of effective practices currently ongoing in Canadian colleges as replicable or modifiable examples for expanded institutional use.

   This inclusive resource base is available by modem access to any and all colleges or organizations that wish to benefit from this wealth of knowledge and networking. Fanshawe's Systems Department has developed a versatile program for this storehouse of data. It has been designed so that information can be accessed in almost any format or sequence to suit the user's needs. This program will also easily embrace additional responses for questions (i.e., creating another data element in response to new answers), additional questions and even additional surveys so that new proposals and the resulting information can be incorporated into the resource base. This will allow for any update or expansion and thus will ensure that the database has an infinite shelf life.

This type of flexible programming provides an excellent ongoing resource tool that allows for an increase in national networking. By accessing this data base, a practitioner can hone in on specific examples at other colleges across the country that might best serve the needs of his/her community. It all results in a more efficient and effective way of researching and developing programming.

3. **The Literacy Workshop**, held on May 28, 1989, at the ACCC Annual Conference in Regina, Saskatchewan, was designed to describe project work that had been done and to show how the data can be accessed. Brad Munro was present from the Literacy Secretariat and shared examples of some innovative projects that have been funded at the colleges, while part of the day was devoted to examples of exemplary partnerships:

- Ms. Mia Gordon (Douglas College) spoke of the long-standing relationship in the area of literacy with the penitentiaries and the colleges.

- Mr. Mike Mackey commented on a much-needed outreach centre that was being started through Central Newfoundland College.

- Ms. Marla Kowalchuk (SIAST, Saskatoon) made a presentation on behalf of the Learner's Camp which is run each year by students.

The audience, who were asked to evaluate the seminar were pleased with the diversity of the partnerships presented.

In the afternoon, the audience heard from a panel of speakers, including two literacy students, who discussed the role of colleges in the field of literacy. The speakers were:

Dr. William Fagan, University of Alberta
Ms. Susan Hoddinott, Avalon Community College, Newfoundland
    also a representative of the Movement for Canadian Literacy
Ms. Mary Selman, Open College, British Columbia
Ms. Shelley Wall, literacy student, SIAST, Saskatoon
Mr. Bill Benson, literacy student, SIAST, Saskatoon

Topics ranged from research in the area of learning, to experiences in delivering innovative literacy programming, to presentations by two learners on their own life experiences.

Closing the day was an open forum designed to assist the Presidents' group and ACCC in charting a course for the future in terms of literacy training and to advise them on new projects for consideration.

The database, survey information, and the national seminar will be discussed in more detail in the following pages.

BACKGROUND INFORMATION

As mentioned in the preface, the gathering of literacy program information from the colleges/institutes was completed through two separate mailings of similar surveys. In March of 1988, the ACCC sent the first edition to all their members. In early 1989, a national steering committee representing the six (ACCC) regions was established.

In March of 1989 an updated version was distributed across Canada by regional representatives who sent out the questionnaires to their own areas and followed up on questions and late submissions. Due to this excellent system, and the dedication of the representatives, over 400 college/institute contacts have responded to date.

The revised survey focused on one of the main objectives presented by the ACCC Literacy Task Force which was "to introduce more colleges to the concept of Community Partnerships in Adult Literacy". The definition as outlined on the survey reads as follows:

> "An activity which has as its ultimate end the improvement in the literacy level of the people it serves. The concept of partnerships is defined as a College cooperating and working with one or more community-based groups or institutions. This could take many forms; e.g., classes structured by a college and consisting of community volunteers as teachers, or colleges doing "train the trainer" work with literacy volunteers, etc. The main criterion is the effective working together toward the objective of improving literacy levels of people in the community."

The survey gathered information for the database on such key elements as:

- resource people and contacts;
- language of instruction;
- client groups: the unemployed, immigrants, the disabled, prison inmates, native people, women, etc.;

- program design and goals: Adult Basic Education, Second Language Instruction, workplace/occupational training, etc.;
- related activities and services: research, delivery methods, student support services;
- curriculum components: prior learning assessment, needs assessment, evaluation.

The key elements are also important for practitioners, policy makers, and researchers looking for specific information or data. The six sections of the survey are as follows:

- program/activity information;
- method of delivery;
- materials;
- targets;
- financial cost;
- additional items.

Averages were arrived at using methods which depended on a variety of factors including: number of college responses; statistical problems with the question format. More information regarding averages is available.

This wealth of information should be considered a "resource base of effective practices currently ongoing in Canadian colleges/institutes as replicable or modifiable examples for expanded institutional use." Survey responses are listed in Figure 1.

Figure 1: Survey Responses

Province Name	Responses per Territory
Alberta	52 surveys
British Columbia	64 surveys
Manitoba	14 surveys
New Brunswick	44 surveys
Newfoundland	9 surveys
Nova Scotia	10 surveys
Northwest Territories	3 surveys
Ontario	107 surveys
Prince Edward Island	9 surveys
Quebec	11 surveys
Saskatchewan	24 surveys
Yukon	2 surveys
Canada	**350 surveys**

DATABASE DESCRIPTION

The database has been designed with the following objectives:

1. It must be easily accessible to all parties that require this information.
2. The system should be programmed so that the material contained therein can be updated at any time.
3. The organization of the data should be such that specific information can be removed without unneeded extra information.
4. The data should not only be easily updated but also expandable.

The structure of the database is such that new information can be added in the form of an additional question response, an additional question, or even a new survey. The fulfilment of these objectives has resulted in a very versatile system that should serve as an excellent resource tool.

A VT200 or VT320 Terminal with a modem is all that is required for access. Each user will be supplied with an access code. However, an easier and more economical entry can be provided by hooking up to a telecommunications network. The cost of membership to the user is very little and many colleges already have taken advantage of this for other college operations.

Requests for printed reports would be sent by mail or FAX. Many colleges, however, may already have the means to print the information themselves.

The nature of literacy work dictates change from year to year. Staffing, curriculum, funding, and policy changes can render gathered material obsolete in a very short time. Updating and deleting information have become a priority with this system in order to make it viable. Every year each college will receive a printed copy of their survey data to add to and amend. With a telecommunications system, however, the survey material can be sent and corrected on-line, which would result in shorter turn-around time and less chance of lost paper work. In addition to the annual update, the college could request changes at any time.

For the database to become an excellent resource tool, the material had to be very accessible and user friendly. Once the user has accessed the database he/she will be provided with a screen that has several choices [Figure 2].

Figure 2: Inquiry Menu

CD	College Directory	**PD**	Provincial Directory
MAT	Find all Projects - Specific Response	**MM**	Find Multiple Matches
INQ	Send Specific Question		
CS	Country Statistics	**PS**	Provincial Statistics
		TXT	List Textual Response to Question

Enter Selection: ______

The first two items, CD - College Directory and PD - Provincial Directory, provides the contact information, address and name of program. The CD function allows you to request information by college only. It contains the same information as in the Provincial Directory. A copy of the provincial directory has been included in Appendix IV.

The last two items on the menu provide summary statistics for the entire country (CS) or by province (PS). These are the same numbers as those included in the summary statistics section of this publication. These statistics will automatically reflect any updates, additions or deletions to the databank.

The middle three items are the key areas for gathering specific information. Perhaps the simplest to use is MM - Find Multiple Matches. In other words, this will provide an actual reproduction of the survey you completed [Appendix II]. If you are unsure of the material you need, you may want to use this to browse through the survey to see what is available. The computer will request whether you want your information for the entire country, or province, or college. It also provides a space to request contact information and visual format, i.e., view only, view and print, print, send by FAX or mail. You may then scroll through the survey and indicate the appropriate responses with an X. For example, you may request a list of colleges who offer Literacy, Level One in Alberta [Figure 3].

Figure 3: Alberta Literacy Programs, Level 1

Survey: 001 Section: A Question: 03 Response: 04 Level: 1

AB	ALBERT 01	Academic Upgrading
AB	ALBERT 02	English as a Second Language
AB	FAIRVI 01	Adult Upgrading
AB	FAIRVI 02	Reading/Writing Tutoring Project + Pacemaking
AB	GMCC 03	Language and Literacy Resource Service
AB	GRANDE O2	The Reading Network
AB	KEYANO 01	Fort McMurray Write Break
AB	KEYANO 04	
AB	LAKELA 03	Human Resource Employment Development
AB	LAKELA 05	Learning Centre
AB	LAKELA 06	Academic Upgrading - LEARN
AB	LAKELA 07	LEARN - Literacy Education and Reading Network
AB	LETHBR 01	A.B.E.
AB	MEDICI 01	Adult Basic Literacy Education - A.B.L.E.
AB	MEDICI 02	Adult Basic Education
AB	MEDICI 03	Basic Job Readiness
AB	MOUNT 02	Mt. Royal College Transitional Vocational Program
AB	MOUNT 05	
AB	REDDEE 03	Adult Literacy Project
AB	REDDEE 07	Red Deer College Correctional Educational Program
AB	SAIT 03	Technology Programs

As you become more familiar with the survey and its coded responses, MAT on the menu will be the fastest request space. For example, should you want to know who is offering Literacy, Level One, in Alberta, you would enter the codes that are listed in Figure 4. In Appendix V, the codes are listed for the appropriate responses.

Figure 4: Coding Sample

Enter Survey Number: 001
Section Number: A
Question Number: 03
Response Number: 04
Response Level: 1

The final menu choice is INQ which allows the user to send a question back to the database maintenance person. It may be a request for further survey information that is not yet available on the system or it may not be directly available in the system. This will also provide information to the database maintenance people. By flagging repeated requests, it will indicate what new data must be gathered for the users. Specific research requests will also be handled in this area.

Each survey was given a standard provincial/territorial code and a standard college code (see Appendix VI).

The Literacy Survey itself was given the code 001 to differentiate it from other surveys that may be added in the future. The information gathered on the surveys was entered by college/institute. Each program was given an arbitrary number.

From the inquiry menu item as well as perusal and study of written comments will come the addition of new responses to the question as well as new section areas.

Database Summary

The database as accessed by modem is available to all literacy practitioners, policy makers, researchers, etc. This national network provides a wealth of additional information. Via the database, literacy organizations across the country can promote their innovative practices, techniques and strategies. Conferences and other events planned for International Literacy Year 1990 could be highlighted. Future objectives include the addition of a telecommunications package to the database.

The national network allows other literacy databases a place to publicize the type of information they have available as well as making sure they have been referenced within the database itself. Efforts are underway to expand the list of literacy organizations and pertinent information listed by province across the country. The structure exists already, only the information is needed from users themselves.

Support is currently being sought in order to facilitate the inclusion of community organizations in this database. With community-based partnerships being the thrust of this database, it is crucial that a comprehensive package of community programs be included.

EXECUTIVE OVERVIEW

The following overview reflects the national literacy picture. The data has been summarized according to the format of the surveys.

PROGRAM/ACTIVITY INFORMATION

PROGRAM CATEGORIES: Literacy programs do not simply deal with reading and writing. In order to best serve the needs of the student, a wide spectrum of categories is included in the curricula as is reflected in the following percentages. To assist in best classifying the types of programs delivered, the nine categories included four grade equivalent levels. Further information on the level breakdown is available through the database.

Program Category	Percentage of Programs
Adult Basic Education	50%
Second Language	25%
Job Search Skills	27%
Literacy	48%
Tutor/Teacher Training	14%
Life Skills	31%
Development Learning Materials	18%
Research	6%
Occupational Skills	15%
Other	15%

It is interesting to note that the numbers are close across the categories except in tutor/teacher activities. However, surveys received since the data finalization stage indicates that there is a growing interest in tutor training programs.

The low percentage of research programs reflects the fact that research has not traditionally been a college focus.

It should be noted that feedback from regional committee members and practitioners indicated that there are varying definitions or components of Adult Basic Education and Literacy. The responses indicate there is no generally accepted definition of Literacy across Canada, therefore, with no sharp delineation between Literacy and ABE, the terms cannot be mutually exclusive.

LANGUAGE OF INSTRUCTION: Our analysis indicates that the low percentage of French language programs on a national level reflects the fact that in Quebec the mandate for literacy rests primarily with the school systems and not the colleges. Expansion of the database to include community organizations not college-connected would assist in presenting a clearer picture.

Language of Delivery	Percentage of Programs
English	85%
French	5%
Both French and English	6%
No Answer	4%

EVALUATION COMPONENTS: There are numerous methods of evaluation used. Students evaluate programs both verbally and in formal and non-formal written forms. Both surveys and questionnaires are used extensively. Institutional evaluation of programs varies widely. The comments from college practitioners provided valuable information which has been coded for the database and is accessible through it.

Evaluation Component	#/350 programs	percentage of programs
Yes	283	88%
No	67	12%

METHOD OF DELIVERY

WHO DELIVERS THE PROGRAM OR ACTIVITY: Comments throughout the survey indicate that volunteers or tutors, when used for basic literacy levels, are usually one-on-one, with tutor mentors or volunteer coordinators for supervision. Colleges which provide volunteer tutors indicated they would like access to a larger volunteer pool.

Program Delivered by	Percentage of Programs
Teacher	84%
Volunteer/Tutor	21%
Community/Agencies	4%
Other	13%

AVERAGE GROUP/CLASS SIZE: Basic Literacy levels have the lowest teacher-to-student ratio, an area in which further analysis could be done. Please note that 24% of the 45% with 10 to 20 students have class sizes between 10 to 15 students.

No. of Students per Class	Percentage
10 - 20	45%
20 - 25	18%
Greater than 25	14%

METHOD OF DELIVERY: The following numbers are not mutually exclusive as many use both methods within a program.

Method of Delivery	Percentage
Individualized	82%
Group Method	71%

Other methods of delivery are:

Structured classroom setting	58%
Counselling	44%
Computer-assisted learning	39%
Learning experience approach	46%

Comments from practitioners indicated they would like more access to computer-assisted learning.

SPECIAL FEATURES: The initial interview necessary in 71% of college programs indicates the importance colleges place on interviewing as a means of appropriately placing students.

Special Feature	Percentage of Programs
Needs Assessment	54%
Peer Tutoring	28%
Entry Level Interview	71%
One-to-One Tutoring	54%
Prior Learning Assessment	52%
Other	16%

SUPPORT SERVICES AVAILABLE: Those receiving child minding services may be a part of the 63% who received financial assistance. It would be significant to determine whether there are on-site child minding services provided.

Support Service	Percentage
Financial assistance	63%
Child minding	26%
Transportation	36%
Career Counselling	75%
No Services Available	**9%**

LOCATION OF PROGRAM DELIVERY: Since the colleges were the only groups surveyed, it is not surprising to find the majority of programs delivered here.

Location	Percentage of Programs
College	82%
Workplace	12%
School board	1%
Church	3%
Correctional institution	10%
Community centre	14%
Home	14%
Other	19%

PROGRAM STATUS DELIVERY: Full-time and day-time attendance cannot be considered exclusive of each other and, in the same respect, neither can part-time and evening attendance. Over half of those interviewed reported part-time exclusively or both part-time and full-time. Also, 50% increase the flexibility of their programs by providing continuous entry/exit approach.

Description	Percentage of Programs
Full-time	69%
Part-time	52%
Day-time	67%
Evening	39%
Continuous entry/exit	50%
Other	9%

MATERIALS

TYPES OF MATERIALS UTILIZED:

Types of Materials	Percentage of Programs		
	Group	Individual	Both
Canadian content	17%	19%	52%
Video	19%	10%	36%
Realia/Thematic	15%	15%	38%
Culturally specific	7%	6%	17%
Computer-assisted	5%	19%	26%
Self-paced	5%	37%	37%
Modularized	8%	23%	34%
Student generated	12%	15%	25%
Other	4%	2%	5%

TARGET GROUPS

PROGRAMS TARGETED TO SPECIFIC AUDIENCES: Respondents were unwilling, in most cases, to label their programs as available to only specific target groups as they felt their programs were open and accessible to anyone. However, when respondents did qualify their answers, it was evident that target groups did form a large percentage of their programs.

Specific Target Group	Percentage of Programs
Prisoners or inmates	7%
Workforce	15%
Immigrants	20%
Learning disabled	15%
Canadians without English	8%
Foreign/Int'l students	3%
Natives	17%
Women	20%
Disabled	15%
Unemployed	28%
Others	28%

FINANCIAL COSTS

TOTAL COST FUNDING: The programs are mostly funded on a cost-sharing basis between two or more parties, with the provincial and territorial governments carrying the majority of the financial costs of literacy programming.

Funder	Percentage of Funding
Provincial government	64%
Federal government	37%
Institution	25%
Student	24%
Other	9%

INSTITUTIONAL POLICY FOR LITERACY PROGRAMMING: Of those who responded, 69% said they had no formal policy regarding the provision of literacy programming.

Formal Policy Established	Percentage of Colleges
Yes	24%
No	55%

ASSISTANCE REQUIREMENTS:

Type of Assistance	Percentage
Financial	62%
Institutional	26%
Support Services (Student)	40%
Teachers/Specialists	36%
Volunteers	21%
Other	23%

INTEGRATED STATISTICAL SUMMARY

This section provides a synopsis of survey responses from both the national and provincial or territorial perspective.

SECTION A: PROGRAM/ACTIVITY INFORMATION

A.03 Please check the following categories which best classify your program and indicate the level of the program (you are not limited to one category).

	CAN	BC	YK	AB	NT	SK	MB	ON	QU	NB	NS	PE	NF
ADULT BASIC EDUCATION	50	47	100	54	67	42	43	66	18	45	46	67	60
SECOND LANGUAGE	25	30	50	27	33	25	29	30	27	16	9	22	30
JOB SEARCH SKILLS	27	15	100	25	33	30	36	52	-	11	27	33	-
LITERACY	48	69	100	40	67	50	36	56	36	50	18	22	80
TUTOR/TEACHER TRAINING	14	27	-	19	33	17	-	6	27	21	-	11	30
LIFE SKILLS	31	20	100	31	33	21	14	50	27	21	27	33	40
DEVELOPMENT LEARNING MAT.	18	14	100	23	33	21	7	28	27	21	9	22	20
RESEARCH	6	2	-	16	-	-	-	10	9	9	9	11	10
OCCUPATIONAL SKILLS	15	8	100	17	33	8	14	22	36	9	27	22	10
OTHER	15	8	-	17	-	17	29	23	-	14	9	11	20

Because literacy programs do not simply deal with reading and writing, the needs of the student are best served with a wide spectrum of curricula categories. In order to best classify the types of programs delivered, the above categories were broken down into four grade equivalent levels. Details on these grade levels can be acquired through the database.

As noted in the national summary, the varying definitions or components of Adult Basic Education (ABE) and Literacy signify no generally accepted definition of literacy across Canada, therefore making the terms not mutually exclusive.

Tutor training appears not to be a core element with it being more evident in B.C., Quebec, N.W.T., and Newfoundland. Recently received information indicates there is a growing interest in tutor training programs across the country.

The statistics reveal that there is little emphasis placed on research, though this is characteristic of the college/institute system where research has not been a focus except in fairly applied areas. Despite the tradition, partnerships are beginning to catch on and with policy makers and researchers becoming more interested in this area of study, the colleges could become an excellent site for the testing of new techniques, equipment, and strategies. For example, Laubach Literacy of Canada is preparing a bibliography of Adult Literacy Research and persons involved in adult literacy research and they have invited the community colleges and institutes to forward information which will be entered on a database available to anyone interested.

With life skills and job search skills included in 31% and 27% (respectively) of all Canadian programs, Ontario statistics are significantly higher at 50% and 52% respectively. The Yukon, though, consistently provides these two components as well as occupational skills in 100% of their programming. The survey seems to indicate a trend towards higher levels of these components.

The development of learning materials is uniform across the provinces and territories: besides the commercially published materials, the colleges and institutes use their own materials or those produced by other colleges.

It has been generally concluded that the delivery of literacy programs is complex and requires a myriad of connecting factors.

A.04 What is the language of instruction? (% of programs)

	CAN	BC	YK	AB	NT	SK	MB	ON	QU	NB	NS	PE	NF
ENGLISH	88	98	100	96	100	100	100	88	30	66	91	100	80
FRENCH	6	-	-	-	-	-	-	6	70	12	-	-	10
BOTH	6	2	-	4	-	-	-	6	-	22	9	-	10

While the national averages for this question suggest there are few programs delivered in French, it must be remembered that the delivery of adult francophone literacy programs in Quebec is not usually done through the colleges; for example, the statistics for the community organization, Le Regroupement de l'Alphabetisation have not been represented nor are the extensive school board programs. Expansion of the database to include community organizations not college-connected would assist in presenting a clearer picture.

Although there have been no surveys responding re: French language delivery in Manitoba, nine hundred and twelve thousand dollars ($912,000) has been allocated by federal-provincial cost sharing agreement to offer projects which include francophone delivery. Money has been allocated in Ontario for francophones as well, and in Nova Scotia research into the literacy needs of francophones is being conducted.

Continued studies might further explore techniques used in literacy programs delivered in both English and French.

A.05 Does your program include an evaluation component? If yes, please describe briefly what it entails.

	CAN	BC	YK	AB	NT	SK	MB	ON	QU	NB	NS	PE	NF
YES	87	93	100	90	100	85	93	83	60	85	90	88	90
NO	13	7	-	10	-	15	7	17	40	15	10	12	10

As revealed in the statistics, the majority of literacy programs include an evaluation component of some nature. Both institutional and student evaluations occur at varying intervals.

Student program evaluations are undertaken both verbally and in written form. Many programs use a questionnaire or survey.

The timing of institutional evaluations often depends on how long the program has been established. Outside reviews are undertaken by curriculum review committees, a provincial body, or by the agency directly involved.

The survey's narrative information has been coded and is accessible through the database.

SECTION B - METHOD OF DELIVERY

B.01 Who delivers the program or activity? Note that responses are not mutually exclusive.

	CAN	BC	YK	AB	NT	SK	MB	ON	QU	NB	NS	PE	NF
VOLUNTEER/ TUTOR	21	34	-	21	33	29	50	6	27	30	-	22	20
TEACHER	84	84	100	75	67	63	100	93	91	77	73	89	90
COMMUNITY/ AGENCY	4	2	-	2	33	13	-	4	-	5	-	11	20
OTHER	13	13	-	19	67	13	-	13	27	7	18	11	10

In most cases where there are volunteers there is usually a teacher as well. Survey comments indicate that when used for basic literacy levels, **volunteers or tutors** are usually one-on-one with a teacher for supervision. Those with tutor programs are pleased with the results and indicated that they would prefer greater access to volunteers.

It follows that those provinces which provide **tutor/teacher training** have higher numbers of tutors in the system, i.e. British Columbia (see Question A.03). It should be noted that although Ontario reports 6% tutor/volunteer activity, these numbers are likely to increase as George Brown College and others commence tutor training.

If community organizations were included in these statistics, it would likely reveal an increase in **teacher-assisted training**.

The provincial percentages of **teacher-directed programs** are high and would be higher had the survey responses been 100%.

B.02 How many students are reached on average per group/class?

No. of Students	CAN	BC	YK	AB	NT	SK	MB	ON	QU	NB	NS	PE	NF
0-5	9	6	-	14	-	21	7	2	9	16	-	11	20
5-10	11	5	50	10	33	4	-	5	-	43	-	-	40
10-15	24	23	50	15	67	21	64	27	-	14	36	44	-
15-20	21	25	-	17	-	21	14	30	-	11	18	22	-
20-25	18	30	-	17	-	13	-	22	27	7	9	11	-
25-30	7	6	-	16	-	4	-	9	18	-	9	11	-
>30	7	9	-	16	-	4	7	4	36	5	9	-	-

On the whole, most programs are delivered with ten to twenty (10-20) students per class. The territories consistently average between 5 and 15 students per class. Very few programs have thirty students or greater, with the exception of Quebec. Further analysis could also examine the teacher (tutor) ratios to group/class size.

Saskatchewan and Newfoundland are most significant in their program ratios at the lower end. Geographic isolation and community size are often factors in class/group size.

Basic Literacy levels have the lowest teacher/student ratio, a fact which could be documented to a finer degree with further study. It would also be useful in the future to do a correlation between the average class size and the program categories and levels.

B.03 How would you best describe your method of delivery? (check as many as appropriate).

METHOD	CAN	BC	YK	AB	NT	SK	MB	ON	QU	NB	NS	PE	NF
GROUP	71	73	100	73	67	42	86	82	46	64	64	78	50
LEARNING EXPERIENCE	46	50	100	52	67	50	14	52	27	43	9	44	20
COMPUTER-ASSISTED	39	31	100	39	67	50	14	51	55	27	18	11	20
OCCUPATIONAL EDUCATION	16	6	-	17	33	13	7	26	18	11	18	22	10
DISTANCE EDUCATION	4	5	-	8	33	4	-	2	9	5	-	-	-
INDIVIDUALIZED	82	84	100	70	100	83	93	84	64	82	73	100	100
PHONICS	28	23	-	21	-	33	7	32	18	48	-	33	20
COUNSELLING	44	23	100	37	67	58	21	58	27	52	36	56	30
STRUCTURED CLASSROOM	58	58	100	69	67	38	57	61	46	55	73	44	40
WORKPLACE SETTING	19	11	-	19	33	25	-	30	9	5	36	22	-
OTHER	14	19	-	17	33	8	7	16	-	11	-	11	10

Most provinces use both the individualized and group methods of delivery. The rankings indicate that these methods are not exclusive of each other within a program, and that many approaches are used within one program. There are no set guidelines, rather flexibility as to what works is the criterion. Structured classroom settings are employed extensively in both programs in the Yukon.

The low numbers in structured classroom settings signifies that the colleges/institutes are moving away from the traditional classroom. This is definitely an important consideration when dealing with those students who are threatened by the structures of an educational institution.

Although the use of computers has been a part of literacy programming for quite some time, practitioners' comments indicate they would still like greater access to this learning method.

In Nova Scotia 36 percent of the programs are delivered in the workplace setting, with North West Territories and Ontario following next with 33 percent and 30 percent respectively.

B.04 Special Features (check as many as appropriate)

	CAN	BC	YK	AB	NT	SK	MB	ON	QU	NB	NS	PE	NF
NEEDS ASSESSMENT	54	53	50	39	33	54	43	64	55	64	18	56	40
PEER TUTORING	28	19	-	21	33	17	21	36	64	32	18	33	20
INTERVIEW TO DETERMINE ENTRY LEVEL	71	72	100	73	33	67	79	78	64	68	46	44	40
ONE TO ONE TUTORING	54	64	50	58	67	71	43	45	55	55	36	44	60
PRIOR LEARNING ASSESSMENT	52	55	100	54	67	42	71	55	27	41	46	44	70
OTHER	16	9	-	15	-	17	14	22	-	14	9	33	20

The initial interview to determine entry level that is necessary in 71% of college programs (national average) indicates the importance the colleges/institutes place on interviewing as a means of appropriately placing students. However, needs assessment and prior-learning assessment follow close behind in terms of special features provided.

The national averages also point out that the use of one-to-one tutoring surpasses that of peer tutoring. Quebec's use of peer tutoring in 64% of its programs is interesting in terms of its larger group/class size.

B.05 Are support services available for students? If yes, please indicate which of the following: Financial assistance; Child- minding services; Transportation allowances; Career counselling; Other (please specify).

	CAN	BC	YK	AB	NT	SK	MB	ON	QU	NB	NS	PE	NF
NO:	9	9	-	8	-	4	7	4	27	14	27	-	30
YES:	91	91	100	92	100	96	93	96	73	86	73	100	70
FINANCIAL ASSISTANCE	63	83	100	71	67	38	79	70	18	41	55	44	40
CHILDMINDING SERVICES	26	17	50	15	33	25	43	43	18	16	9	11	10
TRANSPORTATION	36	17	50	21	67	25	43	62	-	23	64	44	10
CAREER COUNSELLING	75	77	100	75	67	71	93	81	18	73	64	100	60
OTHER	31	36	50	39	-	38	14	35	27	16	9	44	10

The national average for child-minding services appears low at 26% considering the survey is based on support services available to adult learners. It would be significant to determine whether those child-minding services are on-site. Please note that those students receiving child-minding services may be part of the 63% who received financial assistance and may access other child-minding services.

According to the Canadian average 91% of all colleges/institutes provide some support services to their students, however of significance are the provincial figures from Newfoundland, Quebec, and Nova Scotia which reveal that 30%, 27%, and 27% respectively of their students receive no support services.

Career counselling, a traditionally offered service, still maintains a lead over financial assistance.

B.06 Where is the program delivered? (check as many as appropriate) College; Work place; School Board; Church; Correctional institution; Community centre; Home; Other (please specify).

	CAN	BC	YK	AB	NT	SK	MB	ON	QU	NB	NS	PE	NF
COLLEGE	82	88	100	81	100	63	79	89	91	73	73	89	60
WORK PLACE	12	9	-	13	-	25	-	14	9	9	18	-	10
SCHOOL BOARD	1	2	-	2	-	4	-	-	-	2	-	11	-
CHURCH	3	3	-	4	33	4	-	3	-	5	-	-	-
CORRECTIONAL INSTITUTION	10	13	50	10	-	8	29	1	-	23	-	-	40
COMMUNITY CENTRE	14	11	50	8	33	13	14	10	-	32	9	11	50
HOME	14	20	50	19	-	29	-	2	-	23	9	11	30
OTHER	19	8	50	29	67	29	50	15	-	23	9	11	10

Although the majority of programs are delivered at the colleges and institutes, in Manitoba and Newfoundland a good portion of programming is delivered at correctional institutions. Newfoundland also delivers a high percentage of programming in community centres as does New Brunswick's colleges. This will increase in the Fall of 1989 when the New Brunswick Department of Advanced Education and Training, via the community colleges, opens five storefront centres throughout the province.

B.07 Is your program delivered as: Full-time; Part-time; Evening; Day-time; Continuous entry/exit; Other (please specify).

	CAN	BC	YK	AB	NT	SK	MB	ON	QU	NB	NS	PE	NF
FULL-TIME	69	63	100	73	100	42	86	86	64	41	82	67	60
PART-TIME	52	80	100	54	67	38	29	46	46	52	27	22	50
EVENING	39	64	100	40	33	29	7	31	36	39	18	33	30
DAY-TIME	67	75	100	52	100	50	86	74	64	66	45	44	60
CONTINUOUS	50	58	100	39	33	63	64	55	18	39	9	67	60
OTHER	9	13	-	10	33	-	-	11	9	2	-	22	-

Full-time and day-time attendance cannot be considered exclusive of each other and in the same respect, neither can part-time and evening attendance. Over half of those interviewed reported part-time exclusively or both part-time and full-time. Also, 50% increase the flexibility of their programs by providing continuous entry/exit approach.

Flexibility for adult learners is the key for program delivery and this is reflected in the overlapping numbers of delivery methods reported. The programs are available at different times to suit the needs of the students. Perhaps the most consistent characteristic of a program is continuous entry/exit. The Canadian average shows half of the programs are delivered in this way. However, the numbers of programs delivered in this way in Saskatchewan, Manitoba, Ontario, Prince Edward Island and Newfoundland surpass the national number.

SECTION C - MATERIALS

C.01 What types of learning materials do you utilize? (check as many as appropriate) Canadian content; Video; Realia/Thematic[1]; Culturally specific; Computer assisted; Self-paced; Modularized; Student generated content; Others (specify).

BOTH INDIVIDUAL AND GROUP

	CAN	BC	YK	AB	NT	SK	MB	ON	QU	NB	NS	PE	FN
CANADIAN CONTENT	52	56	100	46	67	50	29	62	36	50	18	56	04
VIDEO	36	44	50	50	33	38	7	43	27	11	-	44	02
REALIA/ THEMATIC	38	44	100	29	67	38	7	47	18	39	-	33	04
CULTURALLY SPECIFIC	17	20	50	6	67	21	-	16	9	34	-	22	01
COMPUTER ASSISTED	26	33	-	29	67	29	7	31	27	16	9	-	02
SELF-PACED	37	39	-	31	67	42	14	44	27	41	9	11	03
MODULARIZED	34	33	50	39	100	25	21	39	27	39	-	11	02
STUDENT GENERATED	25	36	-	21	33	21	7	25	18	34	-	22	02
OTHERS	5	5	-	6	-	-	-	7	9	7	-	-	-

Of the learning materials used with both individuals and groups, the numbers are spread fairly evenly across all types. A significant need for Canadian content has been identified as a priority as only 52% of the programs contain Canadian content. The Yukon, as an exception, uses all in-house materials, one being "Packful of Yukon Stories".

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[1] Thematic learning materials focus on a specific theme such as health, transportation, etc. Realia refers to menus, rental agreements, local newspapers, job application forms, etc.

Also low in numbers are culturally specific materials. The Northwest Territories is the exception at 67% which appears to be in direct correlation to its 67% Canadian content. As pointed out in an article "Reading, Writing, and Retention"[2], culturally specific material is important: "that different cultures and languages value different ways of organizing oral and written discourse and thus give rise to different learning styles." Therefore, by using culturally specific materials or by having students translate the material into their own words and then re-write it, the learning style becomes culturally specific.

C.02 Realia/Thematic

The term realia refers to menus, rental agreements, local newspapers, job application forms, etc. Thematic learning materials focus on a specific areas such as health, transportation, etc. The Canadian average indicates that 38% use realia/thematic materials, with Yukon and the Northwest Territories at the top of the scale. The items used or themes addressed were similar across the provinces/territories. Grande Prairie College, Alberta, classified these items under six leads as follows:

A. communication
B. personal development
C. vocational awareness
D. community awareness
E. health and safety
F. arts and crafts

It was also noted was that many colleges used material that was chosen by the students or was actually student-generated. In British Columbia, Capilano College lends support services to the production of the Westcoast Reader, a newspaper that prints articles written by students and which identifies features by difficulty of reading. The articles are written on current events and activities that interest the student.

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[2] Literacy Across the Curriculum, Dawson College, Oct. 1988 Vol. 5. No. 1.

C.03 Please give titles and references of learning materials utilized and indicate if these were produced in your college:

The institutions reported using a wide variety of materials, with a preference in most cases, for materials developed in-house or adapted for local use, including student-generated materials. Laubach and other standard literacy materials were also frequently mentioned. There is no standardized set of materials either provincially or nationally.

Many people across the country indicated that their curriculum was too lengthy to report. However, some did attach lists of all texts and materials used.

SECTION D - TARGET GROUPS

D.01 Is your program targeted to specific audiences?
If yes - at which student groups:

	CAN	BC	YK	AB	NT	SK	MB	ON	QU	NB	NS	PE	NF
NO	36	39	-	44	-	25	29	26	46	50	18	33	80
PRISONERS OR INMATES	7	9	50	10	-	8	7	3	-	11	9	11	10
WORKFORCE	15	9	100	12	-	21	-	20	18	18	-	11	-
IMMIGRANTS	20	22	50	19	-	29	43	23	9	11	-	22	-
LEARNING DISABLED	15	19	50	4	-	29	-	20	18	14	9	22	-
CANADIANS WHOSE FIRST LAN.	8	17	-	10	33	17	-	7	-	2	-	-	-
FOREIGN/ INTL.STUDENT	3	9	-	2	-	4	-	2	9	-	-	-	-
NATIVES	17	16	100	17	100	25	-	25	-	2	18	11	-
WOMEN	20	11	50	15	33	25	-	32	27	7	46	11	-
DISABLED	15	11	50	4	33	17	-	24	9	18	27	22	-
UNEMPLOYED	28	11	100	21	33	42	21	43	9	21	36	44	-
OTHERS	28	31	50	37	-	25	21	28	36	16	35	11	20

As mentioned earlier in this publication, many were hesitant to answer this question the way it was worded. They were adamant about the fact that although their programs may contain target groups the program was available to all. One of the criteria for funding from the Secretary of State was for projects that would employ "flexible and effective ways to reach designated target groups using materials and context conducive to their learning literacy skills". This would include such groups as immigrant women, francophones, native citizens, federal prisoners and parolees, and visible minorities. In fact, many colleges do target programming to specific groups and, as can be seen from the chart, it is evident that target groups were reached to a large degree by their programs.

In Manitoba, projects are being developed which include francophone delivery and programs for inmates. In Nova Scotia, four major projects are being coordinated through the college system, one which includes researching the needs of the francophone population.

SECTION E - FINANCIAL COST

E.01 Who is responsible for the program/activity's total cost?* (Give rough percentage).

	CAN	BC	YK	AB	NT	SK	MB	ON	QU	NB	NS	PE	NF
FEDERAL GOVERNMENT	37	16	100	37	67	50	79	44	9	27	64	56	40
PROVINCIAL GOVERNMENT	64	63	-	71	33	67	79	62	18	73	73	44	60
TEACHER IN TEACHER TRAINING INSTITUTION	25	34	100	23	33	21	14	21	46	14	9	11	70
STUDENT	24	47	100	31	-	4	21	21	27	9	9	-	20
OTHER	9	6	-	10	33	4	14	10	-	7	-	11	30

These programs are mostly funded on a cost-sharing basis between two or more parties, with the provincial and territorial governments carrying the majority of the financial costs of literacy programming.

The summary statistics indicated that the provincial governments provide most of the funding, except in the territories, with the federal government often being a major partner in project funding. In some provinces the funding provided through the federal/provincial fiscal agreements become incorporated into the college grants from the province. Thus the responses may not provide an accurate view of the federal role. However, there are shifts to other sponsors as more and more groups are sharing costs to deliver literacy programs.

E.02 Does your institution have a formal policy regarding the provision of literacy programming? (for example, % of budget allocated to provision of literacy).

	CAN	BC	YK	AB	NT	SK	MB	ON	QU	NB	NS	PE	NF
YES	24	16	-	14	-	33	14	24	18	59	9	-	40
NO	55	58	100	64	100	38	86	63	73	16	46	44	50

These statistics indicate that illiteracy training in the college system has not received the kind of profile it warrants. Colleges are encouraged to establish a formal policy on literacy to ensure that the needs of their community or region are being met.

More than half of the Canadian Colleges and Institutes did not have a formal policy. New Brunswick reports that 59% of the colleges in that province do have such a formal policy. It should be noted that some institutions include literacy, or adult basic education, in their mandate or goal statements and therefore do not have a formal policy as well.

E.03 **What type of assistance would you require to fulfil the unmet needs of learners?**

	CAN	BC	YK	AB	NT	SK	MB	ON	QU	NB	NS	PE	NF
FINANCIAL ASSISTANCE	62	63	100	71	67	58	71	67	64	41	18	56	80
INSTITUTIONAL ASSISTANCE	26	34	50	26	-	8	21	29	9	21	9	22	10
SUPPORT SERV. (STUDENT)	40	47	100	29	100	42	21	39	36	36	36	22	40
TEACHERS/ SPECIALISTS	36	38	100	31	33	42	71	38	9	34	18	33	30
VOLUNTEERS	21	25	100	21	-	21	21	23	-	18	-	11	20
OTHER	23	20	50	19	33	25	14	27	9	27	9	22	30

Financial assistance seems to be the most common unmet need of the learners. Yet Nova Scotia and New Brunswick felt that support services were more, or just as important as the financial side.

Support services in the Northwest Territories and the Yukon seem to be a prime concern as well.

PARTNERSHIPS ACROSS CANADA

INTRODUCTION

What are Partnerships?

Partnerships are different groups working cooperatively together to produce, through their combined efforts, a desired end. For the purposes of the survey the definition was as follows:

> "An activity which has, as its ultimate end, the improvement in the literacy level of the people it serves. The concept of partnerships is defined as a College cooperating and working with one or more community-based groups or institutions. This could take many forms, e.g. classes structured by a college and consisting of community volunteers as teachers, or colleges doing "train the trainer" work with literacy volunteers, etc. The main criterion is the effective working together toward the objective of improving literacy levels of people in the community."

Key factors in good partnerships include longevity, growth, and formalized, innovative and positive outcomes.

The thrust of this publication is to emphasize these college partnerships in order to improve and continue the delivery of literacy programs and projects.

Who Can Form Partnerships?

These cooperative ventures can occur with any and all organizations. It may involve unions, management, community organizations, educational institutions, and all levels of government. In the next section, there are wonderful examples of college partnerships ranging from a correctional institute program in Manitoba to a volunteer-tutor training program in British Columbia. These colleges have found ways to combine their resources with other organizations to better serve their regions and communities.

Why should Business and Industry be Partners with Colleges in Literacy Programs?

The successful economic future of Canada requires a very strong competitive edge. In the past there have always been sufficient pools of skilled labour to meet these needs, but with technological advancement, a declining birth rate, and a shift away from the traditional resource-based industries, it is imperative that our Canadian labour force be literate according to today's and tomorrow's standards. In the future, business will have to look towards retraining their existing work force.

The Canadian Business Task Force on Literacy has estimated the direct costs of illiteracy to business at four billion dollars. Equipment damaged due to a failure to understand operation directions is only one of the many examples that have led to this high cost. Lost productivity as well as low morale and high absenteeism add to this loss of dollars.

Work place literacy programs prove their worth as businesses realize the potential of their human resources; business would do well to increase its numbers of skilled workers.

How Do Partnerships Work?

There are many ways to set up these programs: the community colleges have trained instructors to deliver such programs; classes can be set up at the college, the workplace, or a community centre. When businesses have initiated a program for their employees, the response has been well received. As one employer said, a successful program is demonstrated when employees willingly attend. The interest and need is there -- all that is required is the organization to provide the program for their staff.

Community organizations, public libraries and school boards have been providing literacy programming for decades, however, as in all areas, funds are difficult to obtain. By forming partnerships with the colleges or institutes in their vicinity, both groups can pool their resources and provide community literacy programs.

Initial steps could be taken by forming regional committees of literacy advocates, including the literacy student, to share concerns, discuss new initiatives and decide on new ways of providing greater access to those in need. The successful delivery of a literacy program depends on more than the teaching of reading and writing skills. Illiteracy is a complex issue; it is a single component of a much larger picture. In order for programming to be accessible, points such as location, financial assistance, child minding services, and other support services must be an integral part of the delivery. The costs and availability of these services are difficult for one organization to provide. Public awareness of the programs available is crucial. Groups, including the media and the municipal governments, can champion the cause by sharing the promotional costs of a literacy campaign. One such example might be a literacy hotline.

Partnerships can also provide needed research initiatives. By teaming the resources and expertise of business with those of the colleges and universities, new learning strategies could be one of the many outcomes. As the Canadian Business Task Force on Literacy said, "[there is] no finite limit to the amount of research that can be undertaken."

By working together cooperatively, business unions, educational institutions and community organizations can develop new programs and activities or enhance existing ones to better meet the needs of their community. The results will benefit all by improving our businesses, work force and society as a whole.

Following are a few examples of literacy programs undertaken by colleges/institutes across the nation.

London Upgrading Centre

A Joint Program of
Fanshawe College of Applied Arts and Technology
and the London Board of Education

PROGRAM HISTORY:

In the fall of 1988, discussions began between Fanshawe College and the London Board of Education around the need for a program which would help basic literacy students make the transition from one-to-one tutorial instruction to a classroom setting as well as a program providing direct-entry to a structured setting.

The London Board of Education delivers one-to-one tutorial instruction in basic literacy; both institutions deliver upgrading classes. Financial constraints, however, have created class sizes at the basic levels in both institutions which frustrate both the student and instructor. The cost of duplication of expensive equipment, audio, video receivers and computers with the appropriate software has been avoided by this cooperative effort. The one program serves to coordinate referrals from agencies throughout the community. The ways and means of amalgamating resources were investigated which would create a "bridging" program from one-to-one instruction to a classroom setting and also allow direct entry.

The London Upgrading Centre, located at Fanshawe College, opened its doors in May 1989, and is funded by the Ministries of Education and Skills Development.

OBJECTIVES:

Specific objectives of the Centre focus on the perceived need of both Fanshawe and the London Board of Education to offer adult illiterate students an intermediate step between the one-on-one approach delivered mainly by volunteer tutors and the traditional classroom setting of financially viable classes.

RELATED ACTIVITIES/SERVICES:

The program is delivered by two instructors to two sections of ten students. Each institution provides an instructor and the cost of instructional supplies are shared. Five Apple computers are located in the English classroom, and appropriate software is being acquired.

CURRICULUM COMPONENTS:

Enabling objectives are established for each student, dependent upon his or her goals, academic placement and modes of learning.

Basic mathematics, and a newly developed basic science curriculum are available to all students. The science curriculum is an additional means for transferring communication and mathematics skills to another academic discipline and to everyday life. As well, the student learns how basic scientific concepts operate in his or her everyday life. They are also encouraged to contribute to the development of the curriculum.

Because the communication needs of English-as-a-second-language speakers are to a large degree different from first language speakers, a communications section dedicated to each has been created. There is a greater emphasis on oral skills for English-as-a-second-language students.

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Brandon Correctional Institute

A Partnership between Brandon Correctional Institute, Assiniboine Community College, and the John Howard Society

PROGRAM HISTORY:

This program, delivered through a partnership between Brandon Correctional Institute, Assiniboine College, and the John Howard Society, began in the spring of 1989 and is funded by the Department of the Secretary of State through the province of Manitoba. It is currently being reviewed for continuation beyond November 1989.

A significant number of inmates of correctional institutes are illiterate or semi-illiterate. One of the underlying reasons for their inability to cope in the normal society is their lack of literacy skills and associated basic life skills.

OBJECTIVES:

To assist inmates of Brandon Correctional Institute to become more literate through the establishment of an independent learning centre. Assisting these people to become more literate during their period of incarceration will aid in breaking the cycle of recidivism. Their improved reading, writing, and associated life skills will help them in gaining employment and remaining part of the normal community.

RELATED ACTIVITIES/SERVICES:

The program has continuous intake with one group of students in the morning and one in the afternoon. There are 10 to 15 students in the program at any one time.

CURRICULUM COMPONENTS:

The program is highly individualized and flexible so that the needs and level of each student can be met. Students are intentionally selected so that there are persons at several different levels. This allows the instructor to work more effectively and maximizes peer tutoring as the students functioning at higher levels can assist students at lower levels.

The program recognizes that the illiterate are usually also lacking in basic life skills. Existing life skills activities already provided by Brandon Correctional Institute are offered to these students during the half day when students are not in class. Special speakers/resource persons augment existing life skills activities. This integrated approach provides positive linkages with the John Howard Society and other agencies/organizations that will assist the individuals' return to society.

ASSESSMENT/EVALUATION:

The program is assessed on an on-going basis by a joint committee with representation from the John Howard Society, Brandon Correctional Institute, and Assiniboine Community College.

CONTACT PERSONS:

Mr. A.R. McTaggart
Assiniboine Community College
1430 Victoria Avenue East
P.O. Box 935
Brandon, Manitoba
R7A 5Z9
(204) 726-6600

B. McVicar
Brandon Correctional Institute
375 Smithfield Road
Brandon, Manitoba
R7A 6M9
(204) 725-3532

I. Solvason
The John Howard Society
220 - 8th Street
Brandon, Manitoba
R7A 3X3
(204) 727-1696

ALPHA LITERACY PROGRAM

A Program of Ontario Basic Skills Outreach to Community-Based Literacy Organizations for Basic 1 Learners

PROGRAM HISTORY:

George Brown College and five community literacy organizations agreed to cooperate in providing Small Group basic literacy programs since 1987. The present agreement covers the period of September 1, 1989 to March 31, 1990 inclusive. The five agencies are:

1. Alexandra Park Learning Centre
2. The Toronto East End Literacy Project
3. Parkdale Project Read
4. St. Christopher House
5. Toronto ALFA Centre

The project is funded by the Ontario Basic Skills Program of the Ontario Ministry of Skills Development which, through George Brown covers a part-time facilitator's salary and benefits, and overhead and resources costs for each of the community centres with the exception of St. Christopher House where a full-time liaison person's salary and benefits and overhead costs are covered.

OBJECTIVES:

- to provide small group basic literacy programs in an effort to bridge the gap between community based and institutional education programming.

- to maintain effective communication between the college and five agencies in order to facilitate the smooth transfer of learners from the literacy groups to the college when appropriate and to share curriculum materials, relevant information, and professional development.

RELATED ACTIVITIES/SERVICES:

George Brown College is providing the following services to the project:

- a college Ontario Basic Skills (OBS) counsellor works with the liaison person and other facilitators as needed to ensure that OBS procedures and administrative requirements are understood and followed;

- a college OBS counsellor assists in organizing visits to the college to increase access of agency learners to, eg. hand-tool skills and computer literacy components of the OBS program;

- the college provides George Brown student cards to all community-OBS learners.

The Agencies provide the following:

- a space for the operation of the program;
- a qualified literacy facilitator to recruit, counsel, and provide instruction to a community-based OBS basic literacy group.

CURRICULUM COMPONENTS

This program serves approximately 25 to 30 Basic 1 learners from the five community agencies.

ASSESSMENT/EVALUATION:

Regular monitoring and program evaluation is jointly conducted by the five agencies and the college. Follow-up data on exiting participants will be compiled to determine if OBS goals are being met.

CONTACT PERSONS:

Ms. Jo Lee
Chairperson, Community Outreach
and Program Development Department
George Brown College
Casa Loma Campus
P.O. Box 1015, Stn. B
Toronto, Ontario M4T 2T9
(416) 944-4512

THE SASKATCHEWAN ADULT BASIC EDUCATION (SABEA) STUDENTS' CAMP

PROGRAM HISTORY:

The first SABEA Student's Camp was held in March of 1984 and has been an annual event ever since. The Saskatchewan Adult Basic Education Association, the Community College, and SIAST - Kelsey campus cooperated in organizing the event.

Regional colleges and institutes in Saskatchewan were invited to send two to four students (depending on the size of the campus) who were involved in adult upgrading to the students' camp. The students chosen to attend camp were actively involved in planning workshops of interest to them and in finding presenters for those workshops. Representatives from each campus would meet two to three times before the camp occurred to plan workshops. The workshops chosen covered such topics as "Dealing with Authorities," "Dealing with Stress," "Assertiveness Skills," "Time Management," and "Alcohol and Drug Abuse."

The Kelsey campus provided the camp facilities. The camp was located at Candle Lake. There were eight bunkhouses which accommodated eight people per bunkhouse. Shower and washroom facilities were in a separate building and there was a main hall and dining cabin. The workshops were conducted in this cabin.

Recreation and technology students attending Kelsey organized social and outdoor activities as part of their course requirements. These activities included outdoor hikes, snowshoeing, cross country skiing, outdoor cooking, a dance, and an evening of skits.

The camps have always occurred in winter, usually late February or early March.

In order to pay for rental of the Candle Lake camp, food and transportation, each person attending the camp was charged a fee. The fee was covered in various ways by different colleges. Some of the colleges paid for the students to go out of the college budget. At other campuses the Student Representative Councils paid the students' fees.

Fees have increased every year because of the increased costs of food and transportation. SABEA has always contributed money towards transportation.

Most of the people who were asked to present workshops volunteered their time. In one instance, the Saskatchewan Writer's Guild paid a presenter to give a workshop.

OBJECTIVES:

The purpose of the students' camp was to bring together adults from adult upgrading programs all over Saskatchewan. At the camp they exchanged ideas, discussed experiences, and participated in workshops together. It also provided students with an opportunity to plan and organize workshops of interest to them.

EVALUATION:

Each student who attended the camp was required to give a written or oral report on their experiences when they returned. Participants also completed an evaluation of the student's camp: nearly every student reported that if they could change anything they would make the camp last longer. The opportunity to meet other adults involved in upgrading was greatly appreciated, especially by those students from small campuses and remote communities.

CONTACT PERSON:

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S7K 3R5
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Centre for Literacy in the Schools and in the Community

A Partnership Between Dawson College and the Quebec Association for Adult Learning

PROGRAM HISTORY:

This three-year program (1989 - 1992), was established to house resources, to offer seminars and workshops, to train teacher-seminar leaders, to produce newsletters and, through the development of national and international links, to provide a meeting ground for local exchanges on literacy .

Dawson College

Dawson College began its Literacy Across the Curriculum (LAC) project in 1984 to address the issue of literacy in the college. Being the first LAC program in Quebec and one of the few in Canada, the Dawson program quickly grew into a centre of professional development activities for teachers in the entire English secondary and post-secondary systems. Five times a year it produces the LAC Bulletin which is distributed to all teachers in the English colleges and principals of every English high school in Quebec.

The Dawson program has established connections on cooperative projects with Bell Canada and The Montreal Gazette. CN, Domtar, and Canadair send participants to a yearly conference on Teaching English as the Second Language. Based on these existing relationships, the college has a solid foundation from which to expand literacy initiatives within the Quebec business community.

The Quebec Association for Adult Learning (QAAL)

The Quebec Association for Adult Learning has a history of commitment to adult literacy in its many manifestations. QAAL's mandate includes developing links with existing educational institutions (such as Dawson College) to address key issues and problems in adult learning in Quebec. In addition, over the past number of years, through its membership development campaigns and organized activities, QAAL has built links with the community-based and private sector adult learning networks throughout the province of Quebec.

In summary, the link between Dawson College and QAAL provides ready-made contacts with the three target groups: the schools, community groups, and business and industry.

OBJECTIVES:

- To establish a Centre for Literacy that consolidates the existing base with new initiatives to expand the range and depth of activities.

- To build a corps of teachers/trainers who understand literacy and can sensitize and teach other literacy teachers.

- To link, inform, and train those committed to increasing levels of literacy in the schools, the workplace, and the community.

- To establish a set of resources to create a Literacy Resource Area at Dawson College. The resources will include books, international information files on Canadian, American, and British literacy projects, audio-visual materials, computer materials, and a database on literacy theory and practice.

- To provide through connections with the Institut canadien de l'éducation des adultes and other organizations, access to French resources which parallel those described above.

- To provide access to existing databases in North America and Europe, at cost.

- To continue producing the LAC Bulletin for schools and to research the possibility of producing another newsletter addressed to business and industry in order to heighten awareness and provide examples of models used elsewhere.

RELATED ACTIVITIES/SERVICES:

The centre offers literacy training through seminars and workshops for policy makers and teachers in schools, for staff and volunteers in popular literacy and adult education organizations, and for literacy workers in business and industry training programs.

The Dawson-QAAL Centre regularly offers sessions on effective methods and program design for those who do not have access to learning opportunities in their literacy practice.

The centre trains teachers in new approaches to integrating literacy in schools. These teachers then become seminar leaders for other teachers.

CURRICULUM COMPONENTS OF RESOURCE-TEACHER TRAINING:

In weekly sessions, participants master techniques for designing courses and assignments in all subject areas that rely on using language to convey meaning in a range of contexts.

In the first semester, participants work in collaborative groups, learning methods and curriculum design. In the second semester, new methods and materials are tested, with participants meeting regularly for exchanges and critiques. By year end, they can each lead learning groups within their own sectors or with outside groups if requested.

ASSESSMENT/EVALUATION:

The impact of the project is evaluated using several methods including the following:

1. Questionnaires administered before a group or individual begins the program, and periodically through the project to determine changes in attitude and in practice as well as through personal interviews.

2. Participation in workshops and activities is monitored by school, organization, and by region. Written evaluations are routinely requested at every Dawson workshop or seminar.

3. The impact of the wider distribution of the LAC Bulletin and the second newsletter is monitored by mail and telephone surveys.

CONTACT PERSONS:

Dr. Linda Shohet
Coordinator, Literacy Across the Curriculum
Dawson College
3040 Sherbrooke Street West
Westmount, Quebec H3Z 1A4
(514) 931-8731

I-CARE:
Individualized Community Adult Reading Education

Douglas College

PROGRAM HISTORY:

The I-CARE Program is directed to adults who want to know how to read and write but are not able or willing to enter a classroom, whose schedule at work and home does not allow them to attend classes, or for those who have had negative school experiences and are uncomfortable with educational institutions. I-CARE provides to these people a one-to-one relationship with a trained tutor and the resources of a community college.

In May 1977, Douglas College Council declared the establishment of literacy training a top priority and hired regular literacy faculty in August 1977. A literacy class was offered in Coquitlam in September 1977, and in January 1978, the college accepted responsibility for the Langley School District literacy program. During the time between these two events, the college board voted to support the concept of using volunteers for the delivery of the college service.

The pilot I-CARE project was developed with funds from the Ministry of Education for the 1978-79 period. Because of the program's early success, and the commitment of the college president and the board, the program was incorporated into the college's base funding structure. The coordinator and faculty most recently involved in the program attribute part of the success of the program to the security of funding which has been the key to the development of the program by providing continuity of planning.

OBJECTIVES:

For the tutor:

- to provide training to tutors which familiarizes them with the range of approaches available for teaching a skill.

For the student:

- to provide tailored learning to adults wanting to read and write.

RELATED ACTIVITIES/SERVICES:

Initial training workshops for the tutor provide an orientation to the I-CARE Program, introduces tutors to the characteristics of adult learners, conveys the fundamentals of teaching and acquaints tutors with materials and techniques. During the practicum sessions, tutors have the opportunity to work with basic literacy students under the supervision of an instructor. When tutors have successfully completed the workshops and the practicums they are "matched" with a learner and given the student's learning program. The tutor, like the learner, is encouraged to contact the I-Care Coordinator or faculty person whenever they like.

The program handles between 50 and 70 matches pairs per year. While these teams have the choice of working in the home or at the college, tutoring in the college has gradually increased over the years to about 70 percent. The tutorial sessions last for two hours a week.

I-CARE operates with one full-time coordinator who looks after the administrative arrangements, does the public relations and conducts the student assessments. As well, a part-time faculty member who conducts the tutor-training sessions, writes the learning programs for the students and provides in-service support to the tutors. There is also some part-time clerical support.

CURRICULUM COMPONENTS:

For the Learner: I-CARE offers individually-tailored learning based on an initial assessment. This two hour process is conducted with each learner to ascertain long-term and short-term goals, interests, likes, past experiences, and to assess strengths and weaknesses in reading, writing, and spelling. Many of these assessments used to be conducted in the learners' own homes but over the years, more people have come to the college for this initial assessment although coordinators are still available for home assessment.

The faculty person designs the individual learning program based on the results of the assessment. The program which is given to the tutor includes a summary of the assessment results in practical terms, lists objectives for the tutor to work on with the learner and proposes a series of activities and materials for the sessions. Throughout his/her participation in the program, each learner has the opportunity to contact I-CARE personnel to express any concerns or have questions answered.

For the Tutor: Any one-to-one tutoring program offers the tutor the opportunity to be a key element in the learning process. The personal commitment to the tutoring and belief in the individual worth of the learner are powerful motivating factors once matching of tutor and learner has taken place. Douglas College has, from the beginning, defined the responsibilities of the tutor, has kept to its "entrance requirements" for selection of tutors, and the upholding of a tutor code of ethics.

It has offered as comprehensive a training program as possible, given the time limitations. As the basic literacy field has matured and new ways of approaching adult literacy have evolved, the training program has been lengthened. (During the pilot phase, a 10-hour training program was offered. This program has been gradually increased to 20 hours -- 10 sessions of two hours each offered over a two month period.) Three or four training programs are offered a year depending on the need and the length of the tutor waiting list. Approximately sixteen people are trained in any one program.

The I-CARE training program currently provides the beginning tutor with 12 hours of required practicum experience, which equips them with a solid base of practical experience. The practicums are supervised by the college's literacy class instructors.

ASSESSMENT/EVALUATION:

I-CARE is considering setting up an advisory committee of tutors and learners to meet quarterly to review the program and make suggestions for the future.

CONTACT PERSONS:

Carol Leyland, Coordinator, I-CARE or Joyce Cameron, Faculty Member
(604) 527-5409 (604) 527-5416

Street address: Douglas College
700 Royal Avenue
New Westminster, B.C.

Mailing address: Douglas College
P.O. Box 2503
New Westminster, B.C. V3L 5B2

COMMUNICATIONS IN THE WORKPLACE

A Partnership Between Northern College and Placer Dome

PROGRAM HISTORY:

In May 1989, Linda Ring, a full-time professor at Northern College participated in a two-week training session for coordinators and trainers of trainers in workplace literacy programs. The participants in this training session were trained to:

- increase awareness of communications issues in the workplace;
- conduct an organizational needs assessment;
- set program goals and objectives;
- design and implement a workplace literacy program;
- develop marketing strategies;
- evaluate the training program.

Participants in the program were to complete a practicum which required that an actual project be designed and implemented using processes and skills acquired through the course.

During the summer, Placer Dome, a local gold mining company, approached the college to deliver some language training and was then invited to become a partner in the identification of the actual training needs. Placer Dome accepted the invitation and became a full-fledged partner in want to develop a plan for maximizing the full potential of the incumbent worker. The needs analysis is being conducted at different levels - from workers to supervisors.

The two partners are sharing the funding during the initial part of the project. Once training begins, Placer Dome will incur the costs.

OBJECTIVES:

1. The primary objective is to improve literacy/communications in the workplace.

2. The secondary objective is to meet all other needs identified through an organizational needs analysis.

3. A third objective is to form a partnership between the industry and the college which will more effectively satisfy the first two.

RELATED SERVICES/ACTIVITIES:

Materials are being produced through the college's Bureau of Program and Staff Development and the Department of Special Programs.

Curriculum is being written to meet the specific needs of literacy/communications in the workplace.

Policies are being initiated to deal with factors, other than literacy, which affect the workplace, e.g. issues which affect morale.

CONTACT PERSON:

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Director of Programming
and Staff Development
Northern College
Porcupine Campus
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South Porcupine, Ontario
P0N 1H0

WORLD LITERACY DAY LEARNERS' CONFERENCE

PROGRAM HISTORY:

In 1986, representatives of community agencies in Saskatoon who had a special interest in the problems of adult literacy formed an Ad Hoc World Literacy Day Committee. The original purpose of the committee was to raise public awareness about literacy. The efforts of this committee resulted in a proclamation concerning literacy being made by the mayor of Saskatoon. Notices about World Literacy Day were printed in church bulletins and pamphlets were distributed in grocery stores. Two tutor-student interviews were conducted and the Star-Phoenix provided media coverage. The Francis Morrison Library provided a film and a display about literacy.

The efforts of the Ad Hoc Committee for Literacy resulted in the Saskatoon Literacy Committee being formed. As membership grew, the committee changed its name to the Saskatoon Literacy Coalition.

The Saskatoon Literacy Coalition has supported three adult learners' conferences which have been held each year on World Literacy Day.

The conferences were organized by adult learners for adult learners with the help of two representatives from the Saskatoon Literacy Coalition. Other members of the coalition helped facilitate group discussions at the conference and provided AV equipment.

OBJECTIVES:

The conference provided a common forum for adults from various literacy organizations in Saskatoon. People voiced their concerns regarding literacy services and government awareness. Adults were able to learn more about programs available to them in the city.

The conference operated with no formal funding because people were willing to donate their time and services. There were contributions of money and services from particular groups approached for support. Some of these groups were: Labatt's Brewery, READ Saskatoon, Saskatoon and District Reading Council, Soroptimist Club, Laubauch Literacy of Canada, Open Door Society, SIAST - Kelsey campus, Frances Morrison Library, and the Star Phoenix.

CLIENT GROUP:

The term adult learner refers to any adult who is committed to learning to read and write. The conferences were open to all adult learners and interested persons. Most adult learners attending the conferences were from various organizations in the city such as the Adult Basic Education Program at SIAST, the English As A Second Language Program at SIAST, the Open Door Society, and participants in the READ Saskatoon program.

RELATED ACTIVITIES:

There were several spinoffs as a result of the Learners' Conferences. The Star Phoenix did a thirteen week column for adult learners. The Star-Phoenix sponsored two adults to attend a learners' conference in Winnipeg. The newspaper also offered a thirteen week subscription to adult learners for two dollars. The Saskatoon District Reading Council, local school systems, and Kelsey developed a project for Education Week. People who had returned to school as adults to complete their education went out to various schools and talked to children in grades 6, 7, and 8 about the importance of staying in school, the impact that lack of education had had on their lives and the difficulties they faced trying to complete their education as adults.

CONTACT PERSON:

Georgina Kyle
Saskatoon Star-Phoenix
Saskatoon, Saskatchewan

CONCLUSION

A survey has been done; a data base has been established; a publication has been written; and a national workshop on literacy has been held.

What benefit has accrued to the people of Canada as a result of this project which has been funded through the Secretary of State's literacy funding? The answer to that will not be known immediately but we hope, as authors of this report and as the people responsible for the project, that it will have stimulated discussion about literacy strategies and taken the literacy movement a few steps farther along the road to its goals.

We hope that the colleges who have had their partnerships written up in this publication are justly proud of the recognition that they have been given because it seems that partnerships enable the maximum benefit to flow to the users and they are good role models. We know there are many exciting partnerships that have not been included, and we hope another year of information gathering will provide even more varied and stimulating examples for others to learn from.

As we approach the beginnings of International Literacy Year there will be a heightened awareness of the importance of literacy; it is our hope and our belief that this will result in more than talk but rather will produce positive benefits for people who, because of lack of literacy skills, are not able to participate fully in all that Canada has to offer.

It is often said that information is power, and we believe that we have produced the beginnings of a powerful tool to assist the literacy movement. It is now up to the people who are involved as practitioners in the literacy education movement to use the tool, to keep it up-to-date, to supply changes of names and addresses of personnel, and to add to the information which is on the data base so that all practitioners can share in the experience and knowledge of others.

Ruth Gates
Tamara Ilersich

APPENDIX I:
The National Seminar

A workshop was held to highlight this ACCC literacy project and to discuss the role of colleges in literacy on May 28, 1989, at the ACCC annual conference.

The seminar opened with key addresses from Dr. Barry Moore, Chair of the ACCC Literacy Task Force, Mr. Richard Mackie, President, ACCC, and Mr. Brad Munro from the National Literacy Secretariat. A presentation of the project followed with a database demonstration and examples of three exemplary partnerships. The afternoon opened with a panel discussion by speakers representing a variety of groups to discuss "what the role of the college should be today".

The thoughtful responses and comments from the audience revealed the enthusiasm, perseverance and dedication that is present within the college/institute literacy movement.

The following is a list of some suggestions made by seminar participants during a discussion period which took place at the end of the workshop.

1. People should be supporting people. We need to work together by forming a coalition that would avoid duplication of projects.
2. We need longer-term funding initiatives. Five-year funding should be available for literacy programs.
3. College management should establish priorities in the area of literacy.
4. Colleges should contact and lobby professional groups and associations.
5. We need to maintain linkages with community groups and other organizations which are very active in literacy, e.g. public libraries.
6. Colleges need to keep a base within the community and to foster relationships with the community, e.g., learners, volunteers, business, and other institutions in the community.
7. Colleges need to maintain a national directory of organizations offering literacy training.

An evaluation form was completed by those in attendance after the seminar and on the whole, people were pleased with the day's agenda.

The following are two of the questions and answers from the evaluation form:

1. What was your main learning?

   - awareness of other provincial activities, people and resources
   - range of literacy work currently ongoing in Canada and willingness to work with community organizations
   - severity of funding problems
   - innovative partnerships that are working

2. What subject areas would you like to see explored in future seminars?

   - the role of volunteers in literacy and community college sector
   - outreach centres - ways to facilitate
   - the relationship of ACCC to other delivery and funding groups involved in literacy
   - a debate, re: volunteers
   - more examples of college/community partnerships -- some delivered from community point of view
   - the involvement of learners in the conferences
   - a discussion of effective literacy programs with criteria for success and nature of results documented
   - creating public awareness and the development of a national public policy on literacy
   - literacy definitions
   - a wider description of exemplary practices
   - national/provincial literacy policy guidelines
   - specific ideas for literacy in the workplace; community awareness

These suggestions indicate the need for further national meetings for the exchange of new ideas and the development of a solid national college/institute network in the area of literacy.

APPENDIX II: SURVEY QUESTIONNAIRE

March 1989

LITERACY SURVEY

Re: Literacy Partnerships in Canada

1. Please complete "one" questionnaire per programme or per similar programmes. Feel free to photocopy this questionnaire if you should need extra copies.

2. Return questionnaire before ____________________ to: ______________________________

3. Please note that some of the following questions may overlap; however, the purpose is to document college community connected activities as comprehensively as possible. Also, space is provided at the end of the questionnaire for additional comments.

4. The following definitions are utilized for the purpose of this questionnaire:

   Partnerships: An activity which has as its ultimate end the improvement in the literacy level of the people it serves. The concept of partnerships is defined as a College cooperating and working with one or more community-based groups or institutions. This could take many forms; e.g., classes structured by a college and consisting of community volunteers as teachers, or colleges doing "train the trainer" work with literacy volunteers, etc. The main criterion is the effective working together toward the objective of improving literacy levels of people in the community.

   Literacy: Relates to all reading and writing activities at different levels of instruction.

- **Adult Basic Education:** Relates to mathematics, sciences and social studies other than literacy.

   Programme/Activity: Broadly defined to encompass all activities which deal with delivery training, research, and development of learning materials relating to literacy and adult basic education.

   Programme activities are being articulated into the following 4 levels of instruction:

   LEVEL I - Grades 1 - 5 (inclusive)
   LEVEL II - Grades 6 - 8
   LEVEL III - Grades 9 - 10
   LEVEL IV - Grades 11 - 12 - 13 (where applicable)

5. **College Information:**

   Contact Person: ______________________________ Phone #: (   )________________

   College: ______________________________ Campus ____________________

   Address: ____

- Different definition in various areas. Please state your definition. However, fill out questionnaire on the basis of the above definition.

PROGRAMME/ACTIVITY INFORMATION

If you have brochures, existing curriculum syllabus, annual report, evaluation forms, statistical data, or any other documentation describing your programme, approach, or research, please include with this questionnaire.

1. **Programme/Activity title:** ____________________

2. **Description:** ____________________

____

____

____

____

____

(additional space is provided at the end of the questionnaire)

3. **Please check (✓) the following categories which best classify your programme and indicate the level of the programme (you are not limited to one category).**

	LEVEL			
	I	II	III	IV
Adult Basic Education	____	____	____	____
Second Language Instruction	____	____	____	____
Job Search Skills	____	____	____	____
Literacy	____	____	____	____
Tutor/Teacher Training	____	____	____	____
Life Skills	____	____	____	____
Development of Learning Materials	____	____	____	____
Research	____	____	____	____
Occupational/Skills Training	____	____	____	____

Other (Please specify) ____________________

4. **What is the language of instruction?** ______________________________

5. **Does your programme include an evaluation component?**

Yes ____ No ____

If yes, please describe briefly what it entails

____

____

____

____

(additional space is provided at the end of the questionnaire)

METHOD OF DELIVERY

6. **Who delivers the programme/activity?**

Volunteer/Tutor ____ Teacher ____ Community/Agency ____

Other (specify) ______________________________

How many students are reached on average per group/class: ________

7. **How would you best describe your method of delivery? (check as many as appropriate)**

____ group method

____ learning experience approach

____ computer assisted learning

____ occupational education

____ distance education

____ other (please specify) ______________________________

____ individualized method

____ phonics

____ counselling

____ structured classroom setting

____ workplace setting

8. Special Features (check as many as appropriate)

____ Needs assessment

____ Peer tutoring

____ Interview to determine entry level

____ One to one tutoring

____ Prior learning assessment

____ Other (please specify) ________________________________

9. Are support services available for students?

Yes ____ No ____

If yes, please indicate which of the following:

____ Financial assistance

____ Childminding services

____ Transportation allowances

____ Career counselling

____ Other (please specify) ________________________________

10. Where is the programme delivered? (check as many as appropriate)

____ College

____ Work place

____ School Board

____ Church

____ Correctional institution

____ Community centre

____ Home

____ Other (please specify) ________________________________

11. Is your programme delivered as:

Full time ____ Part time ____ Evening ____

Day time ____ Continuous entry/exit ____

Other (please specify) ________________________________

MATERIALS

12. What types of learning materials do you utilize? (check as many as appropriate)

	Group	Individual	Both
Canadian content	____	____	____
Video	____	____	____
Realia/thematic *	____	____	____
Culturally specific	____	____	____
Computer assisted	____	____	____
Self-paced	____	____	____
Modularized	____	____	____
Student generated content	____	____	____
Others (specify)	____	____	____

* (Thematic learning materials focus on a specific theme such as health, transportation, etc. Realia refers to menus, rental agreements, local newspapers, job application forms, etc.).

13. If material is realia/thematic, please specify which themes/realia it addresses.

____

____

____

14. Please give titles and references of learning materials utilized and indicate if these were produced in your college:

____

____

____

____

____

____

Please attach abstracts of materials you are particularly proud of.

TARGET GROUPS

15. Is your programme targeted to specific audiences?

Yes ____ No ____

Is yes - at which student groups:

____ Prisoners or inmates
____ Work force
____ Immigrants
____ Learning disabled
____ Canadians whose first language is not English/French
____ Foreign/International Students
____ Others (please specify) ____________________

____ Natives
____ Women
____ Disabled
____ Unemployed

FINANCIAL COST

16. Who is responsible for the programme/activity's total cost? * (Give rough percentage)

____ Federal government
____ Provincial government
____ Teacher in teacher training (enrolled as a student)

____ Institution
____ Student
____ Other (specify) ____________________

* This includes development cost, registration fees, facilities, salaries, support services, equipment, material, etc.

17. Does your institution have a formal policy regarding the provision of literacy programming? (for example, % of budget allocated to provision of literacy).

Yes ____ No ____

(If you wish, please explain at the end of questionnaire what this policy entails.)

18. What type of assistance would you require to fulfill the unmet needs of learners?

____ financial assistance?
____ institutional assistance?
____ support services to student?
____ teachers/specialists
____ volunteers?

____ Other (specify)
____
____
____
____

19. ADDITIONAL COMMENTS

Please indicate the section and question number you are referring to.

Please add any comments/information regarding special projects that may be in the preliminary stages/or volunteer projects/volunteer training, etc. How is it related to the college? - sit on committee, etc. Do you provide tutor training? How is this funded?

APPENDIX III:
Messages from the National Steering Committee Members

Kathryn Chang
Medicine Hat College

It has been a privilege to serve on the ACCC National Literacy Project Steering Committee as representative from Alberta and the Northwest Territories. Speaking on behalf of all those I represent, this project is a monumental first step for the ACCC in addressing the problem of adult illiteracy and we hope the momentum will not be lost. My colleagues and contacts in the region must be commended for their prompt replies to our questionnaire: we achieved almost 100% response! The major problems we encountered were:

1. Definitions: those provided in the questionnaire are not compatible with generally accepted definitions of adult literacy and basic education in our region;

2. Identifying partnerships: it seems that inherent in the nature of adult literacy programming is the formation of a wide variety of partnerships that are just taken for granted.

I would like to acknowledge Medicine Hat College for supporting me and this ACCC project, and I must thank ACCC for the opportunity to meet energetic and committed colleagues from across Canada. It is through these meeting and learning opportunities that the work of providing for adult literacy is carried forward.

Don Anderson
Holland College

I feel privileged to have been able to play a role in the "Partnerships In Literacy" project. It has been encouraging to learn of the many cooperative ventures between community colleges and established literacy programs, industry and labour. I have learned that there exists in Canada an array of responses to the literacy issue as diversified as the cultures and communities which make up this country.

The opportunity to peer beyond provincial and regional boundaries and to explore these alternative responses has been extremely gratifying. It is my hope that this project will facilitate an ongoing exchange of information and ideas.

Marla Kowalchuk
Saskatchewan Institute of Applied Science and Technology

I've enjoyed the experience of being the Saskatchewan/Manitoba representative on the Steering Committee for the ACCC National Literacy Project.

The fact that such a survey was implemented has done a lot to raise people's awareness of literacy, both at the provincial and federal levels. It has provided a much needed sense of unity to people who often felt they were working in a vacuum.

The national survey has been the impetus behind many new projects. In order to insure that the hard work put into establishing a national data base is worthwhile there must be a source of long-term funding to maintain the data base.

Hats off to Fanshawe College for the incredible amount of work they've accomplished in a very short time!

Mia Gordon
Douglas College

Participation in this ACCC Literacy Project has been a valuable experience, and has resulted in the growing awareness of the many diverse literacy projects that have been initiated by colleges in B.C., as well as in other provinces. The complexity inherent in setting up literacy programs that meet the needs of different populations has been recognized by some B.C. colleges in the establishment of special literacy programs for unique student groups such as Native Indians, prison populations, remote regions or E.S.L. groups, in addition to regular, ongoing A.B.E. programs. There is a continuing high need for additional, specialized literacy training programs and services.

It is my sincere hope that the information gathered by this project will stimulate other college and community groups to establish their own unique programs, based on the knowledge gained from similar programs - to learn from each other and to work together to form new partnerships that will benefit all members of our Canadian society.

Linda Shohet
Dawson College

The immensity of this country with its intense regional preoccupations tends to isolate Canadians in their own communities. National projects of any kind work against the natural physical and psychological grains of Canada. In this respect, the ACCC literacy project was like any other "national" initiative. But the issue was literacy which, like abortion or capital punishment, stirs passions, so when I was first invited to join the Steering Committee, I had some trepidation.

In the past few years, I have sat on many literacy committees, task forces, commissions, most of them frustrating, some of them absolutely painful. There were times when we wrangled over definition, when we wrangled over territory ("which organization should speak for ____________?"). I never left those sessions without feeling tense, drained. The National Steering Committee experience was, by contrast, inspiring. Although everyone at the table brought a different perspective -- community-based programs, school-based programs, workplace programs, tutor training, teacher training -- there was a unity of purpose and commitment that happens only rarely. There was never a note of derision or disrespect at the table. In a few sessions, we were able to focus on a problem and arrive at a workable outcome.

Much of the credit must go to Ruth Gates and Tamara Ilersich for grace under pressure. Their sure-handed, day-to-day work kept the project on track. But each of us also fed in personal experience and provided the local support that maintained the momentum.

I ended up feeling that, as a committee, we had begun some critical work in identifying literacy initiatives in Canada's colleges, and in raising critical consciousness about the complexity of the issue. Our networking around that table could be a model for cooperative exchange among regional institutions. I learned much about literacy practice and politics from Bert, Ruth, Tamara, Mia, Marla, Kathy and Don, and look forward to consulting them regularly as I continue my own work in Quebec.

APPENDIX IV:
PROVINCIAL DIRECTORY

ACCC LITERACY PROJECT PROGRAMMES
PROVINCIAL DIRECTORY

College / Street	City	Campus / Province	Postal	Contact / Telephone	FAX Number
Alberta Vocational Centre 10215 - 108 Street Academic Upgrading	Edmonton	Main Alberta	T5J 1L6	F.F. Burghardt 403 427 5516	403 428 9406
Alberta Vocational Centre 11140 - 131 Street English as a Second Language	Edmonton	Winnefred - Stewart Alberta	T5M 1C1	Mr. J.Critchley/Ms. J.Stewart 403 422 9061	403 428 9406
Fairview College P.O. Box 300 Adult Upgrading	Fairview	Various campuses Alberta	T0H 1L0	Dave McLaughlin 403 624 4817	
Fairview College P.O. Box 810 Reading/Writing Tutoring Project + Pacemaking	High Level	High Level Alberta	T0H 1Z0	Sukumar Nayar 403 926 2573	
Fairview College P.O. Box 810 Adult Basic Education	High Level	High Level Alberta	T0H 1Z0	Sukumar Nayar 403 926 2573	
Fairview College P.O. Box 3000 General Studies	Fairview	Fairview Alberta	T0H 1L0	Marilee Schelp 403 835 6646	
Grant MacEwan Community College P.O. Box 1796 English Department	Edmonton	Seventh Street Plaza Alberta	T5J 2P2	Betty Lucas 403 441 4863	
Grant MacEwan Community College P.O. Box 1796 Student Study Services	Edmonton	Seventh Street Plaza Alberta	T5J 2P2	Betty Lucas 403 441 4863	
Grant MacEwan Community College 8020-118th Avenue Language and Literacy Resource Service	Edmonton	Cromdall Campus, Comm. Ed Alberta	T5B 0R8	Trudie Heiman 403 477 0278	403 477 0290
Grant MacEwan Community College P.O. Box 1796 Functional Literacy Skills Project	Edmonton	Cromdale, Comm. Ed. Div. Alberta	T5J 2P2	Yvonne Walmsley 403 477 0233	403 477 0290
Grande Prairie Regional College 10919-96 Avenue Adult Basic Education	Grande Prairie	Industrial Campus Alberta	T8V 3J4	Pam Smith - ABE Coordinator 403 539 2027	403 539 2832
Grande Prairie Regional College 10726 106th Avenue The Reading Network	Grande Prairie	Grande Prairie and County Alberta	T8V 4C4	H. Ficicelli,L. Ferguson 403 538 4363	
Grande Prairie Regional College 10726 106th Avenue Academic Development	Grande Prairie	Main Campus Alberta	T8V 4C4	Devinder Sekhon 403 539 2991	

College / Street	City	Campus / Province	Postal	Contact / Telephone	FAX Number
Grande Prairie Regional College 10726 106th Avenue English as a Second Language	Grande Prairie	Alberta	T8V 4C4	Kevin Anstey 403 538 4363	
Grande Prairie Regional College P.O. Box 557 Adult Upgrading	Hythe	Hythe Campus Alberta	T0H 2C0	Andrew Orr 403 356 3844	
Grande Prairie Regional College 10118-101 Avenue The Reading Network	Grande Praire	Data Block Campus Alberta	T8V 0Y2	Wenda Housego 403 538 4363	403 539 2832
Grande Prairie Regional College 10919 - 96 Avenue Adult Development Department	Grande Prairie	Industrial Campus Alberta	T8V 3J4	Janet Longmate, Chair 403 539 2032	403 539 2832
Keyano College 8115 Franklin Avenue Fort McMurray Write Break Project.	Fort McMurray	Clearwater Alberta	T9H 2H7	Nancy Steel 403 791 8941	
Keyano College 8115 Franklin Avenue Occupational English/English 2nd Language	Fort McMurray	Alberta	T9H 2H7	P. Rudiak 403 791 4814	
Keyano College 8115 Franklin Avenue Adult Basic Education	Fort McMurray	Alberta	T9H 2H7	T. Walter 403 791 4814	
Keyano College 8115 Franklin Avenue	Fort McMurray	Clearwater Alberta	T9H 2H7	Dean Wood 403 791 4812	
Lakeland College P.O. Box 1739 Academic Upgrading	Wainwright	All campuses Alberta	T0B 4P0	Dee Pankiw 403 842 6101	
Lakeland College P.O. Box 1469 Adult Basic Education	Cold Lake	Tri-town Alberta	T0A 0V0	Colleen Hanley 403 639 3939	
Lakeland College P.O. Box 1739 Human Resource Employment Development.	Wainwright	Wainwright Alberta	T0B 4P0	Ron Jacobsen 403 842 6101	
Lakeland College P.O. Box 5100 English as a Second Language - G.E.D.	Vermilion	Vermilion Alberta	T0B 4M0	N. Jorgensen 403 853 8481	
Lakeland College 4420 - 50th. Avenue Learning Centre	Lloydminster	Lloydminster Alberta	T9V 0W2	Bill McLaughlin 403 875 8828	

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College / Street	City	Campus / Province	Postal	Contact / Telephone	FAX Number
Lakeland College P.O. Box 150 Academic Upgrading - LEARN	Alberta	Fort Kent Alberta	T0A 1H0	Brian Campbell 403 826 6116	
Lakeland College P.O. Box 1469 LEARN - Literacy Education and Reading Network	Cold Lake	All Campuses Alberta	T0A 0V0	Connie MacLeod 306 639 3939	
Lakeland College P.O. Box 5100 Learning Assistance Centre	Vermilion	Vermilion Alberta	T0B 4M0	Rosalind Wild 403 853 8541	
Lakeland College P.O. Box 1469 English as a Second Language - E.S.L.	Cold Lake	All Campuses Alberta	T0A 0V0	Connie MacLeod 306 639 3939	
Lethbridge Community College 3000 College Drive S. A.B.E.	Lethbridge	Alberta	T1K 2L6	J. Phelps 403 320 3388	
Lethbridge Community College 3000 College Drive S. College/University Preparatory Program	Lethbridge	Main Alberta	T1K 1L6	Lucelle Prindle 403 320 3243	
Medicine Hat College 299 College Drive S.E. Adult Basic Literacy Education - A.B.L.E.	Medicine Hat	Alberta	T1A 3Y6	Leana Koch 403 529 3878	
Medicine Hat College 299 College Drive S.E. Adult Basic Education	Medicine Hat	Medicine Hat Alberta	T1A 3Y6	Astrid Shankhla 403 529 3804	
Medicine Hat College 299 College Drive, S.E. Basic Job Readiness Training	Medicine Hat	Main Alberta	T1A 3Y6	Allen Vandenberg 403 867 2245	
Medicine Hat College 299 College Drive, S.E. College Preparation - 9-12	Medicine Hat	Alberta	T1A 3Y6	Glenn Ennis 403 529 3912	
Mount Royal College 4825 Richard Road S.W. College Prep. Program	Calgary	Alberta	T3E 6K6	Lorne Armstrong 403 240 6362	
Mount Royal College 4825 Richard Road S.W. Mt. Royal College Transitional Vocational Program	Calgary	Alberta	T3E 6K6	Elaine Danelesko 403 240 6872	
Mount Royal College 4825 Richard Road S.W. Learning Skills Centre	Calgary	Alberta	T5E 6K6	Perry Franklin 403 240 5959	

College / Street	City	Campus / Province	Postal	Contact / Telephone	FAX Number
Mount Royal College 4825 Richard Road S.W. E.A.S.L. (Advanced)	Calgary	Language Department Alberta	T5E 6K6	Brenda Glazer 403 240 6538	
Mount Royal College 4825 Richard Road S.W.	Calgary	Alberta	T3E 6K6	Shirley Kirby 403 240 6872	
Northern Alberta Institute of Technology 11762 - 106th Street Pre-Careers	Edmonton	Main Alberta	T5G 2R1	Eric Papsdorf 403 471 7797	
Northern Alberta Institute of Technology 11762 - 106th Street Reading Skills	Edmonton	Main Alberta	T5G 2R1	W.A. Marsham 403 471 7499	
Red Deer College P.O. Box 5005 Adult Basic Education	Red Deer	Adult Learning Centre Alberta	T4N 5H5	Thérèse Dion 403 342 3211	
Red Deer College P.O. Box 5005 English as a Second Language Volunteer Tutor Bank	Red Deer	Adult Learning Centre Alberta	T4N 5H5	Thérèse Dion 403 342 3211	
Red Deer College P.O. Box 5005 Adult Literacy Project	Red Deer	Adult Learning Centre Alberta	T4N 5H5	Thérèse Dion 403 342 3211	
Red Deer College P.O. Box 5005 Hobbema Adult Ed-Upgrading/Red Deer College/Off-Campus Prog.	Red Deer	Hobbema Alberta	T4N 5H5	Thérèse Dion 403 342 3211	
Red Deer College P.O. Box 5005 College Preparatory Course	Red Deer	RDC Main Alberta	T4N 5H5	Donna Storvik 403 342 3376	
Red Deer College P.O. Box 5005 Preparatory Program - Upgrading	Red Deer	Rocky Mountain House Alberta	T4N 5H5	Thérèse Dion 403 342 3211	
Red Deer College P.O. Box 5005 Red Deer College Correctional Educational Program	Red Deer	Bowden Institution Alberta	T4N 5H5	Thérèse Dion 403 342 3211	
Red Deer College P.O. Box 5005 College Preparatory - High School Equivalency	Red Deer	Stettler Alberta	T4N 5H5	Thérèse Dion 403 342 3211	
Southern Alberta Institute of Technology 1301 - 16th. Avenue N.W. Career Communications	Calgary	Alberta	T2M 0L4	Maureen Bodganowicz 403 284 8052	

College / Street	City	Campus / Province	Postal	Contact / Telephone	FAX Number
Southern Alberta Institute of Technology 1301 - 16th. Avenue N.W. Life Skills	Calgary	Alberta	T2M 0L4	Fred Dubray 403 284 8905	
Southern Alberta Institute of Technology 1301 - 16th. Avenue N.W. Technology Programs	Calgary	Alberta	T2M 0L4	Larry S. Rosia 403 284 8987	

End of Province List

College / Street	City	Campus / Province	Postal	Contact / Telephone	FAX Number
Camosun College 3100 Foul Bay Road Adult Basic Education	Victoria	Lansdowne British Columbia	V8P 4X8	J. Hooton 604 370 3930	
Camosun College 3814 Carey Road E.S.L. Literacy	Victoria	Carey Road British Columbia		Louise Baur 604 370 3955	
Capilano College 2055 Purcell Way A.B.E. - Foundations	North Vancouver	Lynnmour British Columbia	V7J 3H5	Mr. Dileep J.A. Athaide 604 986 1911	
Capilano College 2055 Purcell Way Alternative Career Training	North Vancouver	Lynnmour British Columbia	V7J 3H5	J. Bordewich 604 986 1911	
Cariboo College P.O. Box 3010 Developmental Studies	Kamloops	Kamloops British Columbia	V2C 5N3	Stan Bennett 604 828 5287	
Cariboo College P.O. Box 3010 English as Second Language	Kamloops	Kamloops British Columbia	V2C 5N3	Stan Bennett 604 828 5292	
Cariboo College P.O. Box 3010 Adult Basic Education (Basic Literacy)	Kamloops	Kamloops British Columbia	V2C 5N3	Stan Bennett 604 828 4292	
Canadian College for Chinese Studies 855-859 Cormorant Street China/Canada Trade, TCM, Community Classes	Victoria	Victoria British Columbia	V8W 1R2	Eraine O. Horak 604 385 6622	
Douglas College P.O. Box 2503 English as a Second Language Program	New Westminster	New West British Columbia	V3L 5B2	Meg Huppe 604 520 5400	
Douglas College Columbia and Sherbrooke Basic Skills Upgrading Program	New Westminster	Royal Columbian Hospital British Columbia		Norma Kidd 604 594 7262	
Douglas College P.O. Box 2503 Basic Literacy	New Westminster	British Columbia	V3L 5B2	Carmen Rodriguez 604 520 5400	
Douglas College 122nd Avenue DVST 120 - Literacy, DVST 110 - Mathematics	Maple Ridge	Maple Ridge British Columbia		Judy Crawford 604 467 6811	
Douglas College P.O. Box 2503 Developmental Studies	New Westminster	Royal Avenue British Columbia	V3L 5B2	M. Barrows 604 520 5400	

College / Street	City	Campus / Province	Postal	Contact / Telephone	FAX Number
Douglas College P.O. Box 2503 Lakeside Learning Project	New Westminster	Lakeside British Columbia	V3L 5B2	L. Forsythe 604 438 2344	
Douglas College 122nd Avenue and 220nd Street Developmental Studies (DVST)	Maple Ridge	Maple Ridge British Columbia		Norma Kidd 604 467 6811	
East Kootenay Community College P.O. Box 8500 English As a Second Language	Cranbrook	Cranbrook British Columbia	V1C 5L7	V. Lippold 604 489 2751	
East Kootenay Community College P.O. Box 8500 Adult Basic Education (A.B.E.)	Cranbrook	Cranbrook British Columbia	V1C 5L7	Ron McRae 604 489 2751	
Fraser Valley College 33844 King Road Adult Special Education Volunter Program	Abbotsford	Abbotsford British Columbia	V2S 4N2	Garnet Brown 604 853 7441	
Fraser Valley College 33844 King Road Fraser Valley/Columbia Bible College Joint ESL Tutoring Prog	Abbotsford	Abbotsford British Columbia	V2S 4N2	Marg Penney/Neil Campbell 604 853 7441	
Fraser Valley College 33844 King Road English Language Training Program, Basic Level	Abbotsford	Abbotsford & Chilliwack British Columbia	V2S 4N2	Marg Penney/Neil Campbell 604 853 7441	
Fraser Valley College 33844 King Road Adult Basic Education	Abbotsford	Abbotsford British Columbia	V2S 4N2	Tom Davis 604 853 7441	
Fraser Valley College 45600 Airport Road Prison Education Program	Chilliwack	Chilliwack British Columbia	V2P 6T4	Vicki Grieve 604 792 2890	
Fraser Valley College 32335 Fletcher Avenue Adult Basic Education	Mission	Mission British Columbia	V3X 4N3	Perla Werk 604 853 7441	
Fraser Valley College P.O. Box 1899, 895 Third Ave. A.B.E.	Hope	Hope British Columbia	V0X 1L0	Susan de Long 604 869 7431	
Fraser Valley College 45600 Airport Road Adult Basic Education	Chilliwack	Chilliwack British Columbia	V2P 6T4	Verna Fleming 604 792 0025	
Fraser Valley College 45600 Airport Road Volunteer Tutor Program (Corrections)	Chilliwack	Chilliwack British Columbia	V2P 6T4	Robert Wedel 604 792 0025	

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Fraser Valley College 33844 King Road Project Literacy Abbotsford/Matsqui	Abbotsford	Abbotsford British Columbia	V2S 4N2	Wendy Watson 604 853 7441	
Fraser Valley College 33844 King Road Volunteer Tutor Program	Abbotsford	Abbotsford British Columbia	V2S 4N2	Wendy Watson 604 853 7441	
Fraser Valley College 45600 Airport Road Volunteer Tutor Program	Chilliwack	Chilliwack British Columbia	V2P 7N4	Barbara Bate 604 792 4344	
Kwantlen College P.O. Box 9030 Adult Basic Education	Surrey	Richmond British Columbia	V3T 5H8	John Slattery 604 273 5461	
Malaspina College 900 - 5th. Street English-Literacy/Fundamental, Math-Literacy/Fundamental	Nanaimo	Nanaimo British Columbia	V9R 5S5	Lynn Hunter 604 753 3245	
Malaspina College 900 - Fifth Street ABE Intermediate and Advanced	Nanaimo	Nanaimo British Columbia	V9R 5S5	Paul Hurwitz 604 753 1239	
Malaspina College 3960 Selkirk Avenue Adult Basic Education	Powell River	Powell River British Columbia	V8A 5E6	Dr. R. Butkus 604 485 2878	
Malaspina College 3960 Selkirk Avenue Literacy Program	Powell River	Powell River British Columbia	V8A 5E6	Dr. R. Butkus 604 485 2878	
Malaspina College 222 Cowichan Way, R.R.#6 ABE	Duncan	Cowichan British Columbia	V9L 4T8	Anne Ingalls 604 748 2591	
Malaspina College P.O. Box 42 ABE	Parksville	Parksville British Columbia	V0R 2S0	Gord Buzzard 604 248 2096	
Malaspina College A.L.L.O.W. Adult Literacy Learners on the Way		British Columbia		R. Johnston (pres.- College) 604 753 3245	
College of New Caledonia 3330 - 22nd. Avenue English Language Training	Prince George	Prince George British Columbia		Mary Ann Tierney 604 562 2131	
College of New Caledonia 3330 22nd. Avenue Adult Basic Education	Prince George	Prince George British Columbia	Y2N 2J2	Joan Connors 604 562 2131	

College / Street	City	Campus / Province	Postal	Contact / Telephone	FAX Number
College of New Caledonia 3330 - 22nd. Avenue Volunteer Adult Literacy Training.	Prince George	Prince George British Columbia	V2N 2J2	Joan Connors 604 563 2131	
College of New Caledonia 3330 - 22nd. Avenue Developmental Studies	Prince George	Prince George British Columbia	V2N 1P8	Thomas F. Sawtell 604 562 2131	
College of New Caledonia 3330 - 22nd. Avenue GED Preparation	Prince George	Prince George British Columbia	V2N 1P8	Thomas F. Sawtell 604 562 2131	
North Island College 407 - 5th. Street ABE Fundamental.	Courtenay	Courtenay British Columbia	V9N 1J7	Gillian Summers 604 334 8930	
Northwest Community College 5331 McConnell Avenue ABE Fundamental - Provincial	Terrace	All campuses British Columbia	V8G 4C2	John V. Noonan 604 635 6511	
Northwest Community College 5331 McConnell Avenue Volunteer Tutor Program	Terrace	Terrace,Houston&Pr.Rupert British Columbia	V8G 4C2	J.V. Noonan 604 635 6511	
Northwest Community College 5331 McConnell Avenue Experience Based Vocational Preparation	Terrace	Terrace British Columbia	V8G 4C2	John Noonan 604 635 6511	
Okanagan College 1000 KLO Road International Education / ESL	Kelowna	Kelowna British Columbia	V1Y 4X8	Barbara Bowmar 604 762 5445	
Okanagan College 1000 KLO Road Adult Basic Education	Kelowna	Kelowna,Vernon,Salmon,Pen British Columbia	V1Y 4X8	B. Bowmar 604 762 5445	
Okanagan College 1000 KLO Road ABE Literacy	Kelowna	Kelowna,Vernon,Salmon,Pen British Columbia	V1Y 4X8	B. Bowmar 604 762 5545	
Open Learning Agency P.O. Box 94000 Adult Basic Education	Richmond	Open Learning Agency British Columbia	V6X 1Z9	Maureen Bryant 604 660 5267	
Selkirk College P.O. Box 1200 Adult Basic Education	Castlegar	Castlegar British Columbia	V1N 3J1	Dennis Anderson 604 365 7292	
Vancouver Community College 1155 East Broadway Basic Employment Skills Training	Vancouver	King Edward British Columbia	V5T 4N3	Doug Buck 604 875 6111	604 875 6605

PROVINCIAL DIRECTORY

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College /                                          Campus /                                   Contact /
Street                         City                Province               Postal              Telephone          FAX Number
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Vancouver Community College                        King Edward Campus                         Cindy Onstad
1155 E. Broadway,P.O.24620     Vancouver           British Columbia       V5T 4N3             604 875 6111   604 875 6605
ABE Outreach Program and Basic Education / Literacy Level

Vancouver Community College                        King Edward                                Norman Dooley
1155 East Broadway             Vancouver           British Columbia       V5T 4N3             604 875 8211   604 875 6605
English Second Language - Vocational

Vancouver Community College                        King Edward                                B. Gray-Richards
1155 East Broadway             Vancouver           British Columbia       V5T 4N3             604 875 6111   604 875 6605
E.S.L.

Vancouver Community College                        King Edward                                Joyce Jarrett
1155 East Broadway,            Vancouver           British Columbia       V5T 4N3             604 875 6111   604 875 6605
The Development of a course promoting Student Success

Vancouver Community College                        King Edward                                Barbara Little
1155 East Broadway             Vancouver           British Columbia       V5T 4N3             604 875 6111   604 875 6605
B.T.S.D. and English and Social Studies

Vancouver Community College                        King Edward                                Donna McGee
1155 East Broadway             Vancouver           British Columbia       V5T 4N3             604 875 8212
English Language Skills/English as a Second Language Depts.

Vancouver Community College                        King Edward Campus                         Alison Norman
1155 East Broadway             Vancouver           British Columbia       V5T 4N3             604 875 6111
School Canadiana

Vancouver Community College                        King Edward Campus                         B. Little for S. Owen
1155 East Broadway             Vancouver           British Columbia       V5T 4N3             604 875 6111
Basic Training for Skill Development-Math & Science (B.T.S..

Vancouver Community College                        King Edward                                Russell C. Porter
1155 East Broadway             Vancouver           British Columbia       V5T 4N3             604 253 4391   604 875 6605
BTSD - Youth

Vancouver Community College                        King Edward                                R.M. Watson
1155 East Broadway             Vancouver           British Columbia       V5T 4N3             604 875 6111
E.S.L. Outreach - Classes, Learning Centres, Homefront

Vancouver Community College                        King Edward                                C. Tolsma
1155 East Broadway             Vancouver           British Columbia       V5T 4N3             604 875 6111
Business and Computer Studies

Vancouver Community College                        King Edward                                Helen Chan
1155 East Broadway             Vancouver           British Columbia       V5T 4N4             604 875 8210
Programs for the Hearing Impaired

Vancouver Community College                        King Edward                                Jean Cockell
1155 East Broadway             Vancouver           British Columbia       V5T 4N3             604 875 6111
Mathematics College Foundations Program/ABE Division
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College / Street	City	Campus / Province	Postal	Contact / Telephone	FAX Number

End of Province List

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College / Street	City	Campus / Province	Postal	Contact / Telephone	FAX Number
Assiniboine Community College 1430 Victoria Ave. E./P.O. 935 Adult Literacy	Manitoba	Brandon Manitoba	R7A 5Z9	Darryl Pickering 204 725 4530	
Assiniboine Community College 1430 Victoria Ave. E./P.O. 935 English for Academic Purposes (E.A.P.)	Manitoba	Brandon Manitoba	R7A 5Z9	Darryl Pickering 204 725 4530	
Assiniboine Community College 1430 Victoria Ave. E. Developmental Studies	Brandon	Brandon Manitoba	R7A 5Z9	Gil Van Daele 204 725 4530	
Keewatin Community College P.O. Box 3000 Learning Assistance Centre (LAC)	The Pas	Manitoba	R9A 1M7	Devron Gaber/Carol Seniuk 204 623 3416	
Keewatin Community College P.O. Box 3000 College Prep.	The Pas	The Pas Manitoba	R9A 1M7	Walt Friesen 204 623 3416	
Red River Community College 1770 King Edward Adult Basic Education - Grades 3-10	Winnipeg	Extension Centre Manitoba	R2R 0M5	Barbara Bozyk 204 633 4570	
Red River Community College 1770 King Edward Street Adult 11A, 11B and 12 levels.	Winnipeg	Extension Centre Manitoba	R2R 0M5	Frank Gamaldo 204 633 4570	
Red River Community College 2055 Notre Dame Avenue Basic ESL Course	Winnipeg	Winnipeg Manitoba	R3H 0J9	Paul McGeachie 204 632 2307	
Red River Community College 2055 Notre Dame Avenue Intermediate E.S.L. Course	Winnipeg	Winnipeg Manitoba	R3H 0J9	Paul McGeachie 204 632 2307	
Red River Community College 2055 Notre Dame Avenue Advanced E.S.L. Course	Winnipeg	Winnipeg Manitoba	R3H 0J9	Paul McGreachie 204 632 2307	
Red River Community College 294 William Ave. 2nd Floor Basic ESL Course	Winnipeg	Language Training Centre Manitoba	R3B 0R1	Bob Richard 204 957 1026	
Red River Community College 294 William Ave., 2nd Floor Intermediate ESL Course	Winnipeg	Language Training Centre Manitoba	R3B 0R1	Bob Richard 204 957 1026	
Red River Community College 294 William Ave., 2nd Floor Advanced E.S.L. Course	Winnipeg	Language Training Centre Manitoba	R3B 0R1	Bob Richard 204 957 1026	

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College / Street	City	Campus / Province	Postal	Contact / Telephone	FAX Number
South Winnipeg Technical Centre		Winnipeg		Ms. Maxine Chubaty	
130 Henlow Bay, P.O. 145	Fort Whyte	Manitoba	R3Y 1G5	204 488 2451	
Learning Skills Centre - Upgrading					

End of Province List

College / Street	City	Campus / Province	Postal	Contact / Telephone	FAX Number
Atlantic Institution Literacy	Renous	New Brunswick		Ann Doyle 506 622 2894	
Atlantic Institution Basic Training Skills Development (B.T.S.D.)	Renous	New Brunswick		T. McEachern 506 622 2894	
Collège Communautaire du Nouveau-Brunswick - Bathurst P.O. Box "I" Literacy/Alphabétisation	Bathurst	New Brunswick	E2A 3Z2	Giselle Aubé	
Collège Communautaire du Nouveau-Brunswick - Bathurst C.P. "I" Programme d'Alphabétisation	Bathurst	New Brunswick	E2A 3Z2	Giselle Aubé	
Collège Communautaire du Nouveau-Brunswick - Campbellton C.P. 309 Alphabétisation	Campbellton	Campbellton New Brunswick	E3N 3G7	Jacques Leclerc 506 759 9931	
New Brunswick Community Colleges Dorchester Penitentiary School Literacy/B.T.S.D.	Dorchester	Dorchester New Brunswick	E0A 1M0	Bill Snowdon 506 857 6363	
New Brunswick Community Colleges 416 York St.,P.O. Box 6000 Volunteer Based Literacy Training	Fredericton	Head Office - Fredericton New Brunswick	E3B 5H1	Richard Tenderenda 506 453 8245	
New Brunswick Community Colleges 416 York St.,P.O. Box 6000 Literacy Classes	Fredericton	Head Office - Fredericton New Brunswick	E3B 5H1	Richard Tenderenda 506 453 8245	
New Brunswick Community Colleges 416 York St.,P.O. Box 6000 Night School - Academic Programs	Fredericton	Head Office - Fredericton New Brunswick	E3B 5H1	Richard Tenderenda 506 453 8245	
New Brunswick Community Colleges 416 York St.,P.O. Box 6000 Adult Learning Centres	Fredericton	Head Office - Fredericton New Brunswick	E3B 5H1	Richard Tenderenda 506 453 8245	
NBCC-Dieppe C.P. 4519 Anglais langue seconde.	Dieppe	Dieppe New Brunswick	E1A 6G1	Lynne Burgess 506 853 4800	
NBCC-Dieppe C.P. 4519 Service d'alphabétisation	Dieppe	Dieppe New Brunswick	E1A 6G1	Greta Doucet 506 853 4800	
NBCC-Dieppe 505 rue Collège, C.P. 4519 Cours Prèparatoire à la Formation Professionnelle	Dieppe	New Brunswick	E1A 6G1	Jacques Héroux 506 853 4800	

College / Street	City	Campus / Province	Postal	Contact / Telephone	FAX Number
NBCC-Dieppe 505 rue du Collège, C.P. 4519 Pré-technologie	Dieppe	Dieppe New Brunswick	E1A 6G1	Jacques Héroux 506 853 4800	
Collège Communautaire du Nouveau-Brunswick - Edmundston C.P. 70 Alphabétisation	Edmundston	Edmundston New Brunswick	E3V 3K7	Guilda Michaud 506 735 5589	
New Brunswick Community College - Miramachi P.O. Box 1053 B.T.S.D.	Chatham	Miramichi New Brunswick	E1N 3W4	Ruth Linden 506 773 9451	
New Brunswick Community College - Miramachi Laubach Literacy Councils	Chatham	Boiestown/Miramachi New Brunswick		Student-Tutor Coordinator 506 369 7219	
New Brunswick Community College - Miramachi P.O. Box 1053 Pre-B.T.S.D.	Chatham	Miramichi New Brunswick	E1N 3W4	Merle Milson 506 773 9451	
New Brunswick Community College - Miramachi 80 University Avenue Basic Upgrading - 2-6 - Night School	Chatham	Miramachi New Brunswick	E1N 3W4	Cathy Russell 506 773 9451	
New Brunswick Community College - Miramachi 80 University Avenue Basic Upgrading - 7-9 - PreG.E.D. - Night School	Chatham	Miramachi New Brunswick	e	Cathy Russell 506 773 9451	
New Brunswick Community College - Miramachi 80 University Avenue G.E.D. (Preparation)	Chatham	Miramachi New Brunswick		Cathy Russell 506 773 9451	
New Brunswick Community College - Miramachi 80 University Avenue English for New Canadians - E.S.O.L.	Chatham	Miramachi New Brunswick		Cathy Russell 506 773 9451	
New Brunswick Community College - Miramachi 80 University Avenue	Chatham	Miramachi New Brunswick		Cathy Russell 506 773 9451	
NBCC - Moncton P.O. Box 2100, Stn. "A" Basic Training and Skills Development (B.T.S.D.)	Moncton	New Brunswick	E1C 8H9	Roy Baillieul 506 858 2447	
NBCC - Moncton P.O. Box 2100/Stn. "A" Job Strategy Programs	Moncton	New Brunswick	E1C 8H9	Judy Fawcett 506 858 2480	
NBCC - Moncton P.O. Box 2100, Station "A" Adult Basic Education (A.B.E.) - Night School	Moncton	New Brunswick	E1C 8H9	Murielle Hebert 506 858 2381	

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NBCC - Moncton P.O. Box 2100, Station "A" Literacy (Basic)	Moncton	New Brunswick	E1C 8H9	Jerry Hicks 506 858 2384	
NBCC - Moncton P.O. Box 2100, Station "A" English for New Canadians	Moncton	New Brunswick	E1C 8H9	Gerry Thomas 506 858 2381	
NBCC - Moncton P.O. Box 2100, Station "A" Physically Handicapped Training	Moncton	New Brunswick	E1C 8H9	Gerry Thomas 506 858 2383	
NBCC - Moncton P.O. Box 2100, Station "A" Mentally Handicapped Training	Moncton	New Brunswick	E1C 8H9	Gerry Thomas 506 858 2383	
NBCC - Moncton 1234 Mountain Road Literacy Classes (Fall '88)	Moncton	Moncton New Brunswick	E1C 8H9	J.C. Belliveau 506 858 2411	
New Brunswick Community College - St. Andrews P.O. Box 427 Pre-G.E.D. and G.E.D.	St. Andrews	St. Andrews New Brunswick	E0G 2X0	A.J. Cormier 506 529 8801	
New Brunswick Community College - St. Andrews P.O. Box 427 Literacy	St. Andrews	St. Andrews New Brunswick	E0G 2X0	A.J. Cormier 506 529 8801	
New Brunswick Community College - St. Andrews P.O. Box 427 Basic Training for Skills Development (B.T.S.D.)	St. Andrews	St. Andrews New Brunswick	E0G 2X0	A.J. Cormier 506 529 8801	
New Brunswick Community College - St. Andrews P.O. Box 427 Adult Basic Education (A.B.E.)	St. Andrews	St. Andrews New Brunswick	E0G 2X0	A.J. Cormier 506 529 8801	
New Brunswick Community College - St. John P.O. Box 2270 Second Language Instruction	Saint John	New Brunswick	E2L 3V1	Paul McMackin 506 696 1860	
New Brunswick Community College - St. John P.O. Box 2270 Academic Upgrading	Saint John	New Brunswick	E2L 3V1	Paul McMackin 506 696 1860	
New Brunswick Community College - St. John P.O. Box 2270 Community College Learning Centre	Saint John	New Brunswick	E2L 3V1	Paul McMackin 506 696 1860	
New Brunswick Community College - Woodstock P.O. Box 1175 Laubach Way to Reading (0-6)	Woodstock	Woodstock New Brunswick	E0J 2B0	Kay Curtis 506 328 9386	

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New Brunswick Community College - Woodstock P.O. Box 1175 Adult Basic Education	Woodstock	Woodstock New Brunswick	E0J 2B0	Kay Curtis 506 328 9386	
New Brunswick Community College - Woodstock P.O. Box 1175 Literacy Outreach	Woodstock	Woodstock New Brunswick	E0J 2B0	Kay Curtis 506 328 9386	
New Brunswick Community College - Woodstock P.O. Box 1175 Basic Training Skill Development (B.T.S.D.)	Woodstock	Woodstock New Brunswick	E0J 2B0	Bernard MacInnis 506 328 9386	
New Brunswick Community College - Woodstock P.O. Box 1175 French Second Language (Level II + III)	Woodstock	New Brunswick	E0J 2B0	Ann Larkin-Roy 506 328 9386	
New Brunswick Community College - Woodstock P.O. Box 1175 French Second Language (Level III + IV)	Woodstock	New Brunswick	E0J 2B0	Ann Larkin-Roy 506 328 9386	

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College / Street	City	Campus / Province	Postal	Contact / Telephone	FAX Number
Avalon Community College 50 Parade Street Adult Basic Education	St. John's	St. John's Newfoundland	A1C 4C7	Susan Hoddinott 709 753 2440	
Cabot Institute P.O. Box 1693/Forest Road Adult Upgrading	St. John's	H.M. Penitentiary Newfoundland	A1C 5P7	H.R. Jewer 709 778 2245	
Central Newfoundland Community College P.O. Box 745/High Street Adult Basic Reading Program	Grand Falls	Community Education Newfoundland	A2A 2M4	Michael Mackey 709 489 5351	
Central Newfoundland Community College P.O. Box 745/High Street Laubach Way to Reading	Grand Falls	Community Education Newfoundland	A2A 2M4	Michael Mackey 709 489 5351	
Fisher Institute of Applied Arts & Tech. P.O. Box 4920 Help Centre	St. John's	Newfoundland	A1C 5R3		
Western Community College Stephenville, Nfld. Basic Training for Skills Development (B.T.S.D.)	Stephenville	Stephenville Newfoundland		Joe Benoit 709 643 5161	
Western Community College P.O. Box 5400 Basic Training for Skill Development (B.T.S.D.)	Stephenville	Stephenville Newfoundland	A2N 2Z6	Phyllis Snow 709 643 5161	
Western Community College P.O. Box 5400 Basic Literacy	Stephenville	Stephenville Newfoundland	A2N 2Z6	Joan O'Quinn 709 643 5161	
Western Community College P.O. Box 5400/Flat Bay Basic Training for Skill Development (B.T.S.D.)	Stephenville	Stephenville Crossing Newfoundland	A2N 2Z6	Wallace Moores/Cyril Organ 709 647 3411	
Western Community College P.O. Box 5400 Community Based Literacy	Stephenville	Stephenville Newfoundland	A2N 2Z6	Bob Evans 709 643 7725	
Western Community College Box 5400 Classroom ABE, BTSD; Volunteer (Laubach)	Stephenville	Stephenville Crossing Newfoundland	A2N 2Z6	Rose Smith 709 643 7726	709

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College / Street	City	Campus / Province	Postal	Contact / Telephone	FAX Number
Nova Scotia Community College 10 Acadia Street Auto Parts Clerk	Dartmouth	Adult Vocational/N.S. Nova Scotia	B2Y 4H3	Verlie Wile 902 424 8640	
Nova Scotia Community College 10 Acadia Street Computerized Business Education	Dartmouth	Dartmouth Nova Scotia	B2Y 4H3	Verlie Wile 902 424 8640	
Nova Scotia Community College 10 Acadia Street Building Supply Sales	Dartmouth	Adult Vocational/Metro Nova Scotia	B2Y 4H3	Verlie Wile 902 424 8640	
Nova Scotia Community College 10 Acadia Street Adult Basic Education (Academic Upgrading)	Dartmouth	Adult Vocational Training Nova Scotia	B2Y 4H3	Walter Tremblay 902 424 8640	
Nova Scotia Community College P.O. Box 550 Comprehensive Basic Skills Training	Springhill	Cumberland Nova Scotia	B0M 1X0	S.K. Uberoi 902 597 3737	
Nova Scotia Community College 10 Acadia Street Literacy	Dartmouth	AVTC Nova Scotia	B2Y 4H3	Matt Ryan 902 424 8640	
Nova Scotia Community College 13 Willow Street/P.O. 249 Partnership with Department of Education	Yarmouth	Canada Employment Centre Nova Scotia	B5L 4B2	Chuck Smith 902 742 7883	
Nova Scotia Institute of Technology P.O. Box 2210 Pre-Technology for Women	Halifax	Nova Scotia	B3J 3C4	Suzanne M. Bailly 902 424 5395	
University College of Cape Breton P.O. Box 5300 Reading and Writing Development Centre	Sydney	Nova Scotia	B1P 6L2	Patricia Campbell 902 539 5300	
University College of Cape Breton P.O. Box 5300 Pre-Technology	Sydney	Nova Scotia	B1P 6L2	Joe MacPherson 902 539 5300	

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College / Street	City	Campus / Province	Postal	Contact / Telephone	FAX Number
Arctic College P.O. Box 1000 Upgrading	Iqaluit	Iqualuit Northwest Territories	X0A 0H0	T. Bert Rose 819 979 6284	
Arctic College Scotia Centre, 4th Floor Math Upgrading, Pre-Vocational Training, Tutorial Upgrading	Yellowknife	Yellowknife Northwest Territories		Debora Simpson 403 920 6247	
Arctic College P.O. Box 1000 ABE I, II, III, IV	Iqualuit	Nunatta Northwest Territories	X0A 0H0	Lesley Allen 819 979 4051	

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College / Street	City	Campus / Province	Postal	Contact / Telephone	FAX Number
Algonquin College 1644 Bank Street Basic Employment Training	Ottawa	Heron Park Ontario	K1V 7Y6	Maurice Taylor 613 738 6111	
Algonquin College 1644 Bank Street, Room 23 Basic Job Readiness Training and Focus for Change	Ottawa	Heron Park Ontario	K1V 7Y6	Sharon E. Cameron 613 738 6111	
Algonquin College 1644 Bank Street Remedial French First Language	Ottawa	Algonquin Ontario	K1V 7Y6	Robert Mayrand 613 776 7689	
Algonquin College 7 Main Street, E. Ontario Basic Skills, Outreach (O.B.S.)	Smiths Falls	Smiths Falls Ontario	K7A 1M4	Marian Sinn 613 283 8567	
Algonquin College 1644 Bank Street English as a Second Language (E.S.L.)	Ottawa	Ontario	K1V 7Y6		
Algonquin College 140 Main Street Ontario Basic Skills - Ottawa (O.B.S.)	Ottawa	Colonel By Ontario	K1S 1C2	Jamie Riddell 613 598 4502	
Algonquin College 140 Main Street Basic Training for Skills Development (B.T.S.D.)	Ottawa	Colonel By Ontario	K1S 1C2	Jamie Riddell 613 598 4502	
Algonquin College 140 Main Street Ontario Basic Skills in the Workplace.	Ottawa	Colonel By Ontario	K1S 1C2	Jamie Riddell 613 598 4502	
Algonquin College 140 Main Street Beginners - Reading and Writing - Evening Program	Ottawa	Colonel By Ontario	K1S 1C2	Janet Jones 613 598 4501	
Algonquin College 1644 Bank Street Futures (P.E.P.)	Ottawa	Heron Park Ontario	K1V 7Y6	Joan Seeley 613 738 6120	
Cambrian College College Prep. Programs	Sudbury	Cambrian College Ontario		Gary Conkwright	
Cambrian College 1400, chemin Barrydowne Classe d'entrée	Sudbury	Barrydowne et Noelville Ontario	P3A 3V8	Monique L. Sabourin 705 566 8101	
Cambrian College 1400 Barrydowne Rd., Stn. A. College Preparatory Programs	Sudbury	Barrydowne Ontario	P3A 3V8	Stewart Kallio 705 566 8101	

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Cambrian College 1400 Barrydowne Road College Preparatory Programs	Sudbury	Barrydowne Ontario	P3A 3V8	Stewart Kallio, Chairman 705 566 8101	
Cambrian College 1400, chemin Barrydowne Alphabétisation - classe d'entrée	Sudbury	Barrydowne Ontario	P3A 3V8	M. Dallaire/M-P Forest 705 566 8101	
Cambrian College 1400 chemin Barrydowne Formation générale.	Sudbury	Barrydowne et Noelville Ontario	P3A 3V8	M.Dallaire/Doyenne Arts Appl. 705 566 8101	
Cambrian College 1400 Barrydowne Ontario Basic Skills (O.B.S.)	Sudbury	Barrydowne Ontario	P3A 3V8	Lynne Wallace 705 566 8101	
Cambrian College P.O. Box 2090, 111 Centre St. Level I (Grades 0-5)	Espanola	Espanola Ontario	P0P 1C0	John Bois 705 869 4113	
Canadore College 94 King Street/P.O. Box 90 OBS	Sturgeon Falls	Sturgeon Falls Ontario	P0H 2G0	Larry Folz 705 753 4400	
Canadore College P.O. Box 5001 General Arts & Science	North Bay	Main Ontario	P1B 8K9	Bill Ingwersen 705 474 7600	
Canadore College 94 King Street Basic Training for Skill Development.	Sturgeon Falls	Sturgeon Falls Ontario	P0H 2G0	Gilbert Pigeon 705 753 4400	
Canadore College P.O. Box 5001 New Directions.	North Bay	Mattawa Ontario	P1B 8K9	Joan Sharman 705 474 7600	
Canadore College P.O. Box 5001 Ontario Basic Skills	North Bay	Dokis Ontario	P1B 9K8	Joan Sharman 705 474 7600	
Canadore College P.O. Box 5001 Ontario Basic Skills II	North Bay	North Bay Ontario	P1B 8K9	Joan Sharman 705 474 7600	
Canadore College P.O. Box 5001 Upgrading for Employment.	North Bay	North Bay Ontario	P1B 8K9	Joan Sharman 705 474 7600	
Canadore College P.O. Box 5001 Basic Employment Training	North Bay	North Bay Ontario	P1B 8K9	Joan Sharman 705 474 7600	

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Canadore College P.O. Box 5001	North Bay	Commerce Court Ontario	P1B 8K9	Joan Sharman 705 474 7600	
Canadore College P.O. Box 5001 BTSD	North Bay	Main Ontario	P1B 8K9	Gino Tedesco 705 474 7600	
Canadore College P.O. Box 5001 Pathfinders	North Bay	Ontario	P1B 8K9	Bill Moynan 705 474 7600	
Canadore College P.O. Box 5001 College Vocational	North Bay	Ontario	P1B 8K9	Gino Tedesco 705 474 7600	
Centennial College P.O.Box 631, Station A Access Programs - General Arts and Science	Scarborough	Warden Woods Ontario	M1K 5E9	Susan Cotter 416 694 3241	
Centennial College P.O. Box 631, Station A O.B.S.	Scarborough	Ashtonbee Ontario	M1K 5E9	Jackie Garvey 416 752 4444	
Centennial College P.O. Box 631, Station A Post-Secondary English	Scarborough	Warden Ontario	M1K 5E9	Nell Waldman 416 694 3241	
Centennial College P.O. Box 631, Station A English As A Second Language	Scarborough	East York Ontario	M1K 5E9	Nell Waldman 416 694 3241	
Centennial College P.O. Box 631, Station A New Goals (Nai Manzil)	Scarboro	Ashtonbee Ontario	M1K 5E9	Sue Geddis 416 752 4444	
Confederation College P.O. Box 398 Academic Upgrading	Thunder Bay	Main Ontario	P7C 4W1	Carol Natzke 807 475 6141	
Durham College P.O. Box 385	Oshawa	Oshawa Ontario	L1H 7L7	Jeanette Barrett 416 576 0210	
Fanshawe College of Applied Arts and Technology P.O. Box 4005 Mathematics Upgrading/Remediation	London	Oxford St. Ontario	N5W 5H1	D. Forrest 519 452 4265	
Fanshawe College of Applied Arts and Technology 10 Ontario Road Ontario Basic Skills	St. Thomas	Adult. Education Campus Ontario	N5P 3N4	Sandra Aarts 519 633 2030	

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Fanshawe College of Applied Arts and Technology		J.N. Allan		R. Andrew Newbery	
P.O. Box 10, Ireland Rd.	Simcoe	Ontario	N3Y 4K8	519 426 5224	
Academic Upgrading - A.K.A. - P.U.T./BTSD.					
Fanshawe College of Applied Arts and Technology		Simcoe		Carole Rennie	
P.O. Box 10	Simcoe	Ontario	N3Y 4K8	519 426 8260	
Ontario Basic Skills					
Fanshawe College of Applied Arts and Technology		James N. Allan		Deborah McEwan	
645 Norfolk Street, N.	Simcoe	Ontario		519 428 1135	
FUTURES					
Fanshawe College of Applied Arts and Technology		Oxford Street		Sandy Hennessey	
P.O. Box 4005	London	Ontario	N5W 5H1	519 452 4480	
Bridging (Level II)					
Fanshawe College of Applied Arts and Technology		Oxford Street		Sandy Hennessey	
P.O. Box 4005	London	Ontario	N5W 5H1	519 452 4480	
Community Based OBS					
Fanshawe College of Applied Arts and Technology		Oxford Street		Sandy Hennessey	
P.O. Box 4005	London	Ontario	N5W 5H1	519 452 4480	
Fast Track					
Fanshawe College of Applied Arts and Technology		Oxford Street		Sandy Hennessey	
P.O. Box 4005	London	Ontario	N5W 5H1	519 452 4480	
New Opportunities for Women (N.O.W.)					
Fanshawe College of Applied Arts and Technology		Oxford Street		Sandy Hennessey	
P.O. Box 4005	London	Ontario	N5W 5H1	519 452 4480	
London Upgrading Centre					
George Brown College		Casa Loma-Acad. Upg. Dept		Josephine Lee	
1 Dartnell Avenue.	Toronto	Ontario	M5R 3A3	416 967 1212	
Pilot Prog./OBS Outreach/Literacy Organization/Levell					
Georgian College		Orillia		Sandy Eaton	
875 Memorial Ave.Box 2316	Orillia	Ontario	L3V 6S2	705 325 2705	
Ontario Basic Skills,B.T.S.D. & College Preparation					
Georgian College		Midland		Dalel Overing	
478 Bay Street	Midland	Ontario	L0K 1K9	705 526 7033	
Ontario Basic Skills (O.B.S.), College Preparatory					
Georgian College		Barrie		Janice Schulze	
1 Georgian Drive	Barrie	Ontario	L4M 3X9	705 722 1500	
Ontario Basic Skills (O.B.S.), B.T.S.D., College Prep.					
Georgian College		Owen Sound		Mike Traynor	
1150 8th Street. E	Owen Sound	Ontario		519 376 0682	
Ontario Basic Skills (O.B.S.)					

College / Street	City	Campus / Province	Postal	Contact / Telephone	FAX Number
Humber College General Arts and Science Developmental Level 1&2	Etobicoke	North Ontario		Pamela Hanft 416 675 3111	
Humber College 3199 Lakeshore Blvd. W. Job Readiness Training	Toronto	Lakeshore Ontario	M8V 1K8	Kathe Kleinau 416 252 5571	
Humber College 205 Humber College Blvd. Language Skills	Etobicoke	North Ontario	M9Z 1W6	Jim MacDonald 416 675 3111	
Humber College 3199 Lakeshore Blvd. W. Academic Preparation - English Communications	Toronto	Lakeshore/Keelesdale Ontario	M8V 1K8	Ethel Milkovits 416 252 5571	
Humber College 3199 Lakeshore Blvd., W. Training Handicapped Adults in Transition (T.H.A.T.)	Toronto	Lakeshore Ontario	M8V 1K8	Al Palin 416 252 5571	
Lambton College 265 N. Front Street Job Readiness Training (J.R.T.)	Sarnia	Riverside Campus Ontario	N7T 7X1	Patricia Brooks 519 542 7751	
Lambton College P.O. Box 969 Pre-Employment Preparation - FUTURES	Sarnia	Riverside Campus Ontario	N7T 7K4	Catherine Giles 519 542 7751	
Lambton College P.O. Box 969 Ontario Basic Skills (O.B.S.)	Sarnia	Modeland Road Ontario	N7T 7K4	J. Lipszyc 519 542 7751	
Lambton College P.O. Box 969 Academic Upgrading	Sarnia	Modeland Road Ontario	N7T 7K4	J. Lipszyc 519 542 7751	
Lambton College P.O. Box 969	Sarnia	Modeland Road Ontario	N7T 7K4	J. Lipszyc 519 542 7751	
Loyalist College P.O. Box 4200 Training for the Learning Disabled (T.L.D.)	Belleville	Ontario	K8N 5B9	Faythe Bottoms 613 962 9501	
Loyalist College P.O. Box 4200 English as a Second Language	Belleville	Pioneer Bldg. Ontario	K8N 5B9	Joan E. Coyea 613 962 9501	
Loyalist College P.O. Box 4200 Continuing Education - "Back to Basics - The Three R's"	Belleville	Belleville Ontario	K8N 5B9	Dan Holland 613 962 9501	

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Loyalist College P.O. Box 4200 Ontario Basic Skills (O.B.S.)	Belleville	Ontario	K8N 5B9	Diane M[illegible]ette 613 962 9501	
Loyalist College P.O. Box 4200 Academic Upgrading	Belleville	Ontario	K8N 5B9	T.K. Smith 613 962 9501	
Loyalist College 218 Front St., P.O. Box 1144 Adult Upgrading Program, K-8, Literacy & A.B.E.	Belleville	Quinte Adult Day School Ontario	K8N 5E8	Christine E. Brown 613 962 9615	
Loyalist College P.O. Box 4200 English as a Second Language and SKEASL	Belleville	Ontario	K8N 5B9	Joyce Hume 613 962 9501	
Mohawk College Women into Trades and Technology (WITT)	Hamilton	Wentworth Ontario		Audrey Byker 416 575 1212	
Mohawk College Basic Job Readiness Training	Hamilton	Brantdale Ontario		Kathy Cowley	
Mohawk College 441 Elgin Street Training the Handicapped Adult in Transition (T.H.A.T.)	Brantford	Brant-Elgin Ontario	N3T 5V2	Judy Devereux 519 759 7200	
Mohawk College 441 Elgin Street Adult Basic Education (O.B.S.)	Brantford	Brant-Colborne Ontario	N3T 5V2	Pat Duern 519 758 6004	
Mohawk College 441 Elgin Street Adult Basic Education (B.T.S.D.) Level II and III	Brantford	New Credit Reserve Ontario	N3T 5V2	Pat Duern 519 758 6004	
Mohawk College 441 Elgin Street Adult Basic Education (B.T.S.D.)	Brantford	Brant-Colborne Ontario	N3T 5V2	Pat Duern 519 758 6004	
Mohawk College 441 Elgin Street English as a Second Language (Literacy)	Brantford	Brant-Colborne Ontario	N3T 5V2	Pat Duern 519 758 6004	
Mohawk College 15 Brantdale Avenue Plant Closure Programs (for laid-off workers).	Hamilton	Brantdale Ontario	L9C 1B6	Michael Dwyer 416 575 2228	
Mohawk College P.O. Box 2034 General Arts & Science Program	Hamilton	Fennell Ontario	L8N 3T2	Shelagh Gill 416 575 2333	

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Mohawk College 15 Brantdale/571 Barton St.E. Ontario Basic Skills Literacy & Numeracy Program (O.B.S.)	Hamilton	Brantdale&Barton Library Ontario	L9C 1B6	Anne Hemsworth&Lynda Gallo 416 575 2228	
Mohawk College 1040 Queensdale Ave.E. English as a Second Language (E.S.L.)	Hamilton	Highview Ontario	L8T 1J4	Jim Jones 416 575 5973	
Mohawk College 1040 Queensdale Ave. E.S.L. (Full/Part-time)	Hamilton	Highview Ontario	L8T 1J4	Jim Jones 416 575 5973	
Mohawk College 40 Queen Street Native Job Readiness Training	Brantford	Brant/Queen Ontario		Mike Lloyd 719 752 1635	
Mohawk College 15 Brantdale Ave. Focus on Skills	Hamilton	Brantdale Ontario	L9C 1B6	Linda Murdoch (co-ordinator) 416 575 2228	
Mohawk College 15 Brantdale Ave. Employment Strategies for Success	Hamilton	Brantdale Ontario	L0R 1W0	K. Cowley 416 679 6248	
Mohawk College 1040 Queensdale Ave. E. Ontario Basic Skills (O.B.S.) Training Readiness	Hamilton	Highview Ontario	L8T 1J4	Carole Webb 416 575 2290	
Mohawk College Fennel&West 5th,P.O. Box 2034 Academic Upgrading - English	Hamilton	Fennell Ontario	L8N 3T2	Louise Bockner 416 575 1212	
CENTRE FOR LIFE LONG LEARNING 85 Charles Street Literacy	London, Ontario	Centre for Life Long Lear Ontario	N6H 1H1	Wilma DeRond - Pat Doigt 519 434 3291	
New Liskeard College Agricultural Technolgy P.O. Box G Skills Upgrading 0100	New Liskeard	Ontario	P0J 1P0	D. Beattie 705 647 6738	
Northern College P.O. Box 2002 Ontario Basic Skills - PVT	South Porcupine	Porcupine Ontario	P0N 1H0	Noella McNair 705 235 3211	
Northern College C.P. 2002 F.B.O.	South Porcupine	Porcupine Ontario	P0N 1H0	Noella McNair 705 235 3211	
Northern College P.O. Box 2002 English as a Second Language (E.S.L.)	South Porcupine	Porcupine Ontario	P0N 1H0	Noella McNair 705 235 3211	

College / Street	City	Campus / Province	Postal	Contact / Telephone	FAX Number
Northern College P.O. Box 2002 Partnership with Industry	South Porcupine	Porcupine Ontario	P0N 1H0	Noella McNair 705 235 3211	
Sault College P.O. Box 60,443 Northern Ave Ontario Basic Skills/B.T.S.D.	Sault Ste Marie	Sault Ste Marie Ontario	P6A 5L3	Tony Hanlon 705 949 2050	
Seneca College 1200 Lawrence Ave. W. Multiculturalism in the Workplace	North York	Caledonia Ontario	M6A 1E3	R. Colter 416 491 5050	
Seneca College 1200 Lawrence Avenue W. E.S.L.	North York	Caledonia Ontario	M6A 1E3	R. Colter 416 491 5050	
Seneca College 1750 Finch St. E. English for Academic Purposes	North York	Newnham Ontario	M2J 2Y5	Linda Payne 416 491 5050	
Seneca College 112 Yonge Street S. Ontario Basic Skills	Newmarket	Newmarket Ontario		ROZ BOUND 416 898 6199	
Seneca College 112 Yonge Street S. Basic Employment Training	Newmarket	Newmarket Ontario		Roz Bound 416 898 6199	
Sheridan College 100 Wilkinson Road Literacy in the Workplace	Brampton	Dixie Road Ontario		Clifford Coburn 416 457 6112	
Sheridan College Trafalgar Road Special Needs/English Resource Centre	Oakville	Oakville Ontario	L6H 2L1	Richard Davey 416 845 9430	
Sheridan College 100 Dundas Street W. E.A.S.L.	Mississauga	Mississauga Ontario	L5B 1H3	Pat Sutherland 416 896 2090	
Sheridan College 178 South Service Road E. Basic Skills/Academic Upgrading (B.T.S.D.)	Oakville	Queen Elizabeth Ontario	L6J 2X5	Barbara Wood 416 842 0105	
Sheridan College PO 7500/McLaughlin at Steeles School of English and Language Arts/A Service Department.	Brampton	Brampton Campus Ontario	L6V 1G6	Frances Wilson 416 459 7533	
Sir Sandford Fleming College Job Skills Training Program	Haliburton	Haliburton Ontario	K0M 1S0	Alison Logan 705 457 4562	

ACCC LITERACY PROJECT PROGRAMMES
PROVINCIAL DIRECTORY

College / Street	City	Campus / Province	Postal	Contact / Telephone	FAX Number
St. Clair College 2000 Talbot Road W. B.T.S.D., OBS, EASL	Windsor	South Ontario	N9A 6S4	James R. Castle 519 966 1656	
St. Lawrence Collége Saint-Laurent Portsmouth Avenue Adult Basic Education	Kingston	Kingston Ontario	K7L 5A6	David John Schleich 613 544 5400	
St. Lawrence Collége Saint-Laurent Windmill Point Ontario Basic Skills	Cornwall	Cornwall Ontario	K6H 4Z1	Tom Butkovich 613 933 6080	
George Brown College 1 Dartnell Avenue Job Start	Toronto	Casa Loma Ontario	M5R 3A3	Ray Danley 416 967 6490	
George Brown College P.O. Box 1015, Station B Vocational Orientation	Toronto	St. James Ontario	M5T 2T9	Bert Michnick 416 967 1212	
George Brown College 21 Nassau Street English as a Second Language	Toronto	Kensington Ontario	M5T 1M3	Irene McKay 416 861 2438	

End of Province List

College / Street	City	Campus / Province	Postal	Contact / Telephone	FAX Number
Holland College P.O. Box 37 Adult Night	Elsmdale	West Prince Prince Edward Island	C0B 1K0	Mary Lou Rogers 902 853 2200	
Holland College 40 Enman Crescent English as a Second Language (E.A.S.L.)	Charlottetown	Royalty Centre Prince Edward Island	C1E 1E6	S. Falvo/c/o D. MacDonald 902 566 9397	
Holland College Preparation for Employment.		Prince Edward Island			
Holland College 425 Granville Street N. Preparation for Vocational Training	Summerside	Summerside Prince Edward Island		Elizabeth Bertrand	
Holland College English As A Second Language (E.S.L.)		Prince Edward Island			
Holland College Adult Upgrading		Kerrington, Summerside Prince Edward Island		Bill Campbell	
Holland College Preparation for Vocational Training.	Charlottetown	Royalty Centre Prince Edward Island			
Holland College P.O. Box 37 Preparation for Employment	Elmsdale	West Prince Centre Prince Edward Island	C0B 1K0	Sheila Moase 902 853 2200	
Holland College P.O. Box 37 West Prince Literacy Council.	Elmsdale	West Prince Centre Prince Edward Island	C0B 1K0	Mary Lou Rogers 902 853 2200	

End of Province List

College / Street	City	Campus / Province	Postal	Contact / Telephone	FAX Number
Cégep de Chicoutimi 534 Jacques Cartier E. Enseignement de la Grammaire Assisté Par Ordinateur (EGAPO)	Chicoutimi	St. Honoré Québec	G7H 1Z6	Clément Martel 418 549 9520	
Dawson College 3040 Sherbrooke St. W. Centre for Literacy in the Schools, Workplace and Community	Westmount	Atwater Campus Québec	H3Z 1A4	Dr. Linda Shohet 514 931 8731	514 931 3567
Cégep de Drummondville 960 rue St. Georges Centre d'Aide en Francais	Drummondville	Québec	J2C 6A2	Roch Nappert 819 478 4671	
Collège Edouard-Montpetit 945, chemin de Chambly Centre d'aide en francais (C.A.F.)	Longueuil	Longueuil Québec	J4H 3M6	C. Ostiguy/C. Buguet-Melancon 514 679 2630	
Collège de Jonquière 2505 rue St-Hubert Vivre en Francais	Jonquière	Québec	G7X 7W2	Gérard Sénéchal 418 542 0352	
Collège de Jonquière 2505 rue St-Hubert Anglais conversation	Jonquière	Québec	G7X 7W2	Gérard Sénéchal 418 542 0352	
Collège de Maisonneuve 3800 est, rue Sherbrooke Service individualisé de francais écrit (SIFE)	Montréal	Québec	H1X 2A2	Ulric Aylwin 514 254 7131	
Collège Montmorency 475 boul. de l'Avenir Cours d'anglais langue seconde	Laval	Québec	H7N 5H9	Jacques Juneau 514 667 8821	
Collège Montmorency 475 boul. de l'Avenir Perfectionnement des aptitudes à l'écriture.	Laval	Québec	H7N 5H9	Jacques Juneau 514 667 8821	
Cégep de Saint-Laurent 625 boul. Ste-Croix Centre alpha	St. Laurent	Québec	H4L 3X7	Madeleine Bellemare 514 747 6521	
Vanier College 821 Ste-Croix English Department	St. Laurent	Ste-Croix Québec	H4L 3X9	Fran Davis 514 744 7809	

End of Province List

College / Street	City	Campus / Province	Postal	Contact / Telephone	FAX Number
Carlton Trail Regional College P.O. Box 720 Literacy Co-ordinator	Humboldt	Saskatchewan	S0K 2A0	W. Novak 340 682 2623	
Cypress Hills Community College 197 4th. Avenue N.W. ABE/ESL Individualized Program	Swift Current	Saskatchewan	S9H 0T7	Roberta Baker 306 773 1531	
Lakeland Regional College 4420 50th Avenue Academic Upgrading	Lloydminster	Lloydminster Campus Saskatchewan	T9V 0W2	Jim Lendvay/Dee Pankiw 403 875 8828	
Lakeland Regional College Transitional Vocational Program	Vermilion	Vermilion Saskatchewan	T0B 4M0	Trevor Esau 403 853 8417	
Lakeland Regional College 4420 50th Avenue LEARN	Lloydminster	Lloydminster Saskatchewan	T9V 0W2	Rose Brassard 403 875 8828	
North West Regional College 1791 - 110th. Street Adult Basic Education	North Battleford	Saskatchewan	S9A 2Y2	L. Kirkland 306 445 6288	
Sask. Institute of Appl. Sc. & Tech. P.O. Box 1520 SIAST Occupational English Language Programs	Saskatoon	Kelsey Campus Saskatchewan	S7K 3R5	Elfrieda Dueck 306 933 8385	
Sask. Institute of Appl. Sc. & Tech. P.O. Box 1520 Literacy Initiative - Drop-in Learning Centres	Saskatoon	Kelsey Campus Saskatchewan	S7K 3R5	Brian Henderson 306 933 7546	
Sask. Institute of Appl. Sc. & Tech. P.O. Box 1520 Adult Basic Education Department	Saskatoon	Kelsey Saskatchewan	S7K 3R5	Eleanor Charman 306 933 8374	
Sask. Institute of Appl. Sc. & Tech. 2505-23rd. Avenue Expanding Horizons (E.H.) - Bridging Program	Regina	Wascana Saskatchewan	S4P 3A3	Margaret Dagenais 306 787 9087	
Sask. Institute of Appl. Sc. & Tech. P.O. Box 556 Adult Basic Education and Literacy Grades 5-12	Regina	Wascana Saskatchewan	S4P 3A3	Bill Lewchyshyn 306 787 1250	
Sask. Institute of Appl. Sc. & Tech. P.O. Box 556 Training Assistance Program (TAPS)	Regina	Wascana Saskatchewan	S4P 3A3	Ian McLaughey 306 787 9676	
Sask. Institute of Appl. Sc. & Tech. 1257 1st Avenue E.,P.O. 3003 Learn-to-Read	Prince Albert	Woodland Saskatchewan	S6V 6G1	Ms. B. Gilkinson 306 764 6671	

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College / Street	City	Campus / Province	Postal	Contact / Telephone	FAX Number
Sask. Institute of Appl. Sc. & Tech. P.O. Box 3003 Adult Basic Education - Sask. Penitentiary	Prince Albert	Woodland Saskatchewan	S6V 6G1	Ralph Pilkington 306 764 6671	
Sask. Institute of Appl. Sc. & Tech. P.O. Box 3003 Adult Upgrading	Prince Albert	Woodland Saskatchewan	S6V 6G1	Wayne Roney 306 764 6671	
Sask. Institute of Appl. Sc. & Tech. P.O. Box 3003 Learning Center	Prince Albert	Woodland Saskatchewan	S6V 6G1	Wayne Roney 306 764 6671	
Sask. Institute of Appl. Sc. & Tech. P.O. Box 3003 Basic Skills/Tutorial Center	Prince Albert	Woodland Saskatchewan	S6V 6G1	Wayne Roney 306 764 6671	
Sask. Institute of Appl. Sc. & Tech. P.O. Box 1420 Adult Literacy	Moose Jaw	Palliser/ABE Alexandra Saskatchewan	S6H 4R4	Dale Carleton/George Grosy 306 694 3434	
Sask. Institute of Appl. Sc. & Tech. 229 4th Avenue S. Students' Camp	Saskatoon	Kelsey Saskatchewan	S7K 4K3	Marla Kowalchuk 306 933 8362	
Sask. Institute of Appl. Sc. & Tech. 229 4th Avenue S. Learners' Conference	Saskatoon	Kelsey Saskatchewan	S7K 4K3	Marla Kowalchuk 306 933 8362	
Sask. Institute of Appl. Sc. & Tech. 229 4th Avenue S. Education Week	Saskatoon	Kelsey Saskatchewan	S7K 4K3	Markla Kowalchuk 306 933 8362	
Sask. Institute of Appl. Sc. & Tech. 229 4th Avenue S. Newspaper	Saskatoon	Kelsey Saskatchewan	S7K 4K3	Marla Kowalchuk 306 933 8362	
South East Regional College 22 Third St. N.E./P.O. 880 Levels II, III and IV	Weyburn	Saskatchewan	S4H 2L1	Judi Jones 306 842 3701	
South East Regional College Box 880, 22 3rd St. N.E. Literacy Program	Weyburn	Souris Valley Saskatchewan	S4H 2L1	Io Powell 306 842 3701	

End of Province List

College / Street	City	Campus / Province	Postal	Contact / Telephone	FAX Number
Yukon College Postal Bag 2799 Academic Development	Whitehorse	Nisutlin Yukon	Y1A 5K4	Hazel Fekete 403 667 4262	
Yukon College Box 2799 Extension Services- Community Campuses Developmental Studies	Whitehorse	Extension Services Yukon	Y1A 5K4	Dudley Morgan/Karen King 403 668 8810	403 668 8890

End of Province List

APPENDIX V: SURVEY RESPONSES

SURVEY RESPONSE CODES

SURVEY: 001

Province:
College:
Program:
Contact:

Section: A Program/Activity Information

Question:
- 01 Program/Activity Title
- 02 Description
- 03 Levels and Categories
- 04 Language of Instruction
- 05 Evaluation Component

Section: B Method of Delivery

Question:
- 01 Who Delivers
- 02 Class Size
- 03 Method of Delivery
- 04 Special Features
- 05 Support Services
- 06 Class Site
- 07 Program Duration

Section: C Materials

Question:
- 01 Types of Learning Materials
- 02 Realia/Thematic
- 03 Titles and References of Materials

Section: D Targets

Question:
- 01 Target Groups

Section: E Financial Cost

Question:
- 01 Who is Responsible for Cost
- 02 Formal Policy
- 03 Type of Further Assistance

Section: F Additional Items

Question:
- 01 General Information
- 02 Tutor/Volunteer Training
- 03 Community Partnerships

Survey: 001 Section:A Question: 02

Description:

Description:

Survey: 001 Section:A Question: 03

Please X the following categories which best classify your program and indicate the level of the program (you are not limited to one category)

Veuillez cocher les cases (niveau 1, 2, 3, 4) correspondant aux catégories qui définissent le mieux votre programme (plusieurs catégories peuvent se recouper).

1	01	Adult Basic Education	Formation de base des adultes
1	02	Second Language Instruction	Enseignement d'une langue seconde
1	03	Job Search Skills	Recherche d'emploi
1	04	Literacy	Alphabétisation
1	05	Tutor/Teacher Training	Formation d'enseignants ou de moniteurs
1	06	Life Skills	Enseignement des compétences de première nécessité
1	07	Development of Learning Materials	Elaboration de matériel didactique
1	08	Research	Recherche
1	09	Occupational/Skills Training	Formation axée sur les activités professionnelles
1	99	Other (please specify)	Autres (veuillez préciser)
2	01	Adult Basic Education	Formation de base des adultes
2	02	Second Language Instruction	Enseignement d'une langue seconde
2	03	Job Search Skills	Recherche d'emploi
2	04	Literacy	Alphabétisation
2	05	Tutor/Teacher Training	Formation d'enseignants ou de moniteurs
2	06	Life Skills	Enseignement des compétences de première nécessité
2	07	Development of Learning Materials	Elaboration de matériel didactique
2	08	Research	Recherche
2	09	Occupational/Skills Training	Formation axée sur les activités professionnelles
2	99	Other (please specify)	Autres (veuillez préciser)
3	01	Adult Basic Education	Formation de base des adultes
3	02	Second Language Instruction	Enseignement d'une langue seconde
3	03	Job Search Skills	Recherche d'emploi
3	04	Literacy	Alphabétisation
3	05	Tutor/Teacher Training	Formation d'enseignants ou de moniteurs
3	06	Life Skills	Enseignement des compétences de première nécessité
3	07	Development of Learning Materials	Elaboration de matériel didactique
3	08	Research	Recherche
3	09	Occupational/Skills Training	Formation axée sur les activités professionnelles
3	99	Other (please specify)	Autres (veuillez préciser)
4	01	Adult Basic Education	Formation de base des adultes
4	02	Second Language Instruction	Enseignement d'une langue seconde
4	03	Job Search Skills	Recherche d'emploi
4	04	Literacy	Alphabétisation
4	05	Tutor/Teacher Training	Formation d'enseignants ou de moniteurs
4	06	Life Skills	Enseignement des compétences de première nécessité
4	07	Development of Learning Materials	Elaboration de matériel didactique
4	08	Research	Recherche
4	09	Occupational/Skills Training	Formation axée sur les activités professionnelles
4	99	Other (please specify)	Autres (veuillez préciser)

Survey: 001 Section:A Question: 04

	What is the language of instruction?	Dans quelle langue les cours sont-ils offerts?
01	English	L'Anglais
02	French	Francais
03	Both	Les deux

Survey: 001 Section:A Question: 05

Does your program include an evaluation component?		Vôtre programme prévoit-il une auto-évaluation?
01	Yes	Oui
02	No	Non

Survey: 001 Section:B Question: 01

	Who delivers the program/activity?	Qui, dans le cadre des divers programmes et activités, est chargé de l'enseignement?
01	Volunteer/Tutor	Moniteurs/bénévoles
02	Teacher	Enseignants
03	Community/Agency	Organisme local
04	Other (specify)	Autres
99	other (specify)	Autres (préciser)

Survey: 001 Section:B Question: 02

	How many students are reached on average per group/class?	Combien d'étudiants les groupes ou classes comptent-ils en moyenne?
01	0-5	0-5
02	5-10	5-10
03	10-15	10-15
04	15-20	15-20
05	20-25	20-25
06	25-30	25-30
99	> 30	> 30

Survey: 001 Section:B Question: 03

How would you best describe your method delivery? (check as many as appropriate)

Quelle serait la meilleure description de votre approche pédagogique (cocher autant de cases que nécessaire)?

01	group method	méthode de groupe
02	learning experience approach	reconnaissance de l'expérience acquise
03	computer assisted learning	assistée par ordinateur
04	occupational education	axée sur les activités professionnelles
05	distance education	formation à distance
06	individualized method	méthode individuelle
07	phonics	approche phonétique
08	counselling	conseillers/relation d'aide
09	structured classroom setting	traditionnelle (en salle de classe)
10	workplace setting	sur le lieu de travail
99	other (please specify)	autres (veuillez préciser)

Survey: 001 Section:B Question: 04

	Special Features (check as many as appropriate)	Particularités (cocher plus d'une case si nécessaire)
01	Needs assessment	évaluation des besoins
02	Peer tutoring	entraide
03	Interview (for entry level)	entrevue servant à déterminer le niveau de départ
04	One to one tutoring	enseignement individuel (moniteurs)
05	Prior learning assessment	reconnaissance des acquis
06	Other (please specify)	Autres (veuilez préciser)
99	Other (please specify)	Autres (veuilez préciser)

Survey: 001 Section:B Question: 05

	Are support services available for students?	Des services de soutien aux étudiants existent-ils?
01	No	non
02	Financial assistance	Aide financière
03	Childminding services	Garderie d'enfants
04	Transportation allowances	Allocations de transport
05	Career counselling	Orientation de carrière
99	Other (please specify)	Autres (veuillez préciser)

Survey: 001 Section:B Question: 06

Where is the program delivered? (check as many as appropriate)

En quel lieu le programme fonctionne-t-il? (cocher plus d'une case si nécessaire)

01	College	Collège
02	Work place	Lieu de travail
03	School Board	Conseil scolaire
04	Church	Eglise
05	Correctional institution	Etablissement pénitentiaire
06	Community Centre	Centre communautaire
07	Home	Domicile
99	Other (please specify)	Autres (veuillez préciser)

Survey: 001 Section:B Question: 07

	Is your program delivered as:	Votre programme fonctionne-t-il:
01	Full time	à plein temps
02	Part time	à temps partiel
03	Evening	en soirée
04	Day Time	en journée
05	Continuous entry/exit	en permanence
99	Other (please specify)	autre (veuillez préciser)

Survey: 001 Section:C Question: 01

What type of learning materials do you utilize? (check as many as appropriate)

Quel type de matériel didactique utilisez-vous (cocher plus d'une case si nécessaire)

1	01	Canadian Content	à contenu canadien
1	02	Video	vidéo
1	03	Relia/thematic	matériel thématique ou relatif aux besoins quotidiens
1	04	Culturally Specific	variant selon l'appartenance culturelle des intéressés
1	05	Computer assisted	assisté par ordinateur (logiciels)
1	06	Self-paced	adaptable au rythme de travail
1	07	Modularized	organisé en modules
1	08	Student generated content	à contenu défini par les étudiants
1	99	Other (please specify)	autre (veuillez préciser)
2	01	Canadian content	à contenu canadien
2	02	Video	vidéo
2	03	Realia/thematic	matériel thématique ou relatif aux besoins quotidiens
2	04	Culturally specific	variant selon l'appartenance culturelle des intéressés
2	05	Computer assisted	assisté par ordinateur (logiciels)
2	06	Self-paced	adaptable au rythme de travail
2	07	Modularized	organisé en modules
2	08	Student generated content	à contenu défini par les étudiants
2	99	Other (please specify)	autre
3	01	Canadian content	à contenu canadien
3	02	Video	vidéo
3	03	Realia/thematic	matériel thématique ou relatif aux besoins quotidiens
3	04	Culturally specific	variant selon l'appartenance culturelle des intéressés
3	05	Computer assisted	assisté par ordinateur (logiciels)
3	06	Self-paced	adaptable au rythme de travail
3	07	Modularized	organisé en modules
3	08	Student generated content	à contenu défini par les étudiants
3	99	Other (please specify)	autre (veuillez préciser)

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Survey: 001 Section:C Question: 02

If material is realia/thematic, please specify which themes/realia it addresses.

Dans le cas où le matériel utilisé serait de nature thématique ou relative aux besoins quotidiens, veuillez préciser les thèmes abordés ou les types de documents utilisés:

Survey: 001 Section:C Question: 03

Please give titles and references of learning materials utilized and indicate if these were produced in your college:

Veuillez indiquer les titres et références des ouvrages didactiques utilisés, et préciser s'ils ont été produits par votre collège:

Survey: 001 Section:D Question: 01

Is your program targeted to specific audiences?

Votre programme s'adresse-t-il à un public particulier?

01	No	Non
02	Prisoners or inmates	détenus
03	Work force	main-d'oeuvre
04	Immigrants	immigrants
05	Learning disabled	individus présentant des troubles d'apprentissage
06	Canadians whose first language	allophones
07	Foreign/International Students	Étudiants étrangers
08	Natives	Autochtones
09	Women	Femmes
10	Disabled	Handicapés
11	Unemployed	Chômeurs
99	Others (specify)	Autres (veuillez préciser)
01	Federal Government	Gouvernement fédéral
02	Provincial Government	Gouvernement provincial
03	Teacher in teacher training	Enseignants (pédagogie) inscrits comme étudiants
04	Institution	Votre établissement
05	Student	Etudiants
99	Other (specify)	Autres (veuillez préciser)

Survey: 001 Section:E Question: 02

Does your institution have a formal policy regarding the provision of literacy programming? (for example, % of budget allocated to provision of literacy).	Votre établissement a-t-il une politique officielle de l'alphabétisation - par exemple, une part de son budget est-elle officiellement réservée à ce genre de programme?
01 Yes	Oui
02 No	Non

Survey: 001 Section:E Question: 03

What type of assistance would you require to fulfill the unmet needs of learners?

Quel type d'assistance vous serait nécessaire afin de répondre à des besoins actuellement en souffrance?

01	financial assistance	Assistance financière
02	institutional assistance	Assistance de votre établissement
03	support services to student	Services de soutien aux étudiants
04	teachers/specialists	Enseignants ou spécialistes
05	volunteers	Personnel bénévole
99	others (specify)	Autres (veuillez préciser)

Survey: 001 Section:F Question: 01

Additional Comments: (please indicate the section and question number you are referring to.)

Veuillez préciser les numéros de la section et de la question considérées

Survey: 001 Section:F Question: 02

Please add any comments/info. regarding special projects that may be in the preliminary stages. volunteer projects/training- tutor training How is it related to the college? (committee) How is it funded?

Veuillez décrire ci-dessous tous projets spéciaux éventuellement en préparation: enseignement bénévole, formation des bénévoles, etc. Quelle part votre établissement y prend-il (participation aux activités d'un comité, etc.)? S'y charge-t-on de la formation des moniteurs? Comment ce projet est-il financé?

Survey: 001 Section:F Question: 03

Partnerships: Please identify any partnerships that are college connected. The main criterion is the effective working together toward the objective of improving literacy levels of people in the community.

APPENDIX VI:
COLLEGE AND PROVINCE/TERRITORY CODES

Prov	College	Name
Alberta		
AB	ACA	Alberta College of Art
AB	ALBERT	Alberta Vocational Centre
AB	ALTA	Alberta College
AB	FAIRVI	Fairview College
AB	GMCC	Grant MacEwan Community College
AB	GRANDE	Grande Prairie Regional College
AB	KEYANO	Keyano College
AB	LAKELA	Lakeland College
AB	LETHBR	Lethbridge Community College
AB	MEDICI	Medicine Hat College
AB	MOUNT	Mount Royal College
AB	NAIT	Northern Alberta Institute of Technology
AB	OLDS	Olds College
AB	REDDEE	Red Deer College
AB	SAIT	Southern Alberta Institute of Technology
AB	WIT	Westerra Institute
British Columbia		
BC	BCIT	British Columbia Institute of Technology
BC	CAMOSU	Camosun College
BC	CAPILA	Capilano College
BC	CARIBO	Cariboo College
BC	CHINES	Canadian College for Chinese Studies
BC	COLOMB	Columbia College
BC	COQUIT	Coquitlam College
BC	DOUGLA	Douglas College
BC	EASTKO	East Kootenay Community College
BC	FRASER	Fraser Valley College
BC	KWANTL	Kwantlen College
BC	MALASP	Malaspina College
BC	NEWCAL	College of New Caledonia
BC	NISLAN	North Island College
BC	NORTHW	Northwest Community College
BC	OKANAG	Okanagan College
BC	OPENLE	Open Learning Agency
BC	SELKIR	Selkirk College
BC	VCC	Vancouver Community College
Manitoba		
MB	ASSINI	Assiniboine Community College
MB	KEEWAT	Keewatin Community College
MB	REDRIV	Red River Community College
MB	STBONI	College communautaire de Saint-Boniface
MB	SWINNI	South Winnipeg Technical Centre
New Brunswick		
NB	ATLANT	Atlantic Institution
NB	NBBATH	Collège Communautaire du Nouveau-Brunswick
NB	NBCAMP	Collège communautaire du Nouveau-Brunswick - Campbellton
NB	NBCC	New Brunswick Community Colleges

Prov	College	Name
NB	NBDIEP	NBCC-Dieppe
NB	NBEDMU	Collège Communautaire du Nouveau-Brunswick Edmundston
NB	NBMIRA	New Brunswick Community College - Miramachi
NB	NBMONC	NBCC - Moncton
NB	NBSTAN	New Brunswick Community College - St. Andrews
NB	NBSTJO	New Brunswick Community College - St. John
NB	NBWOOD	New Brunswick Community College - Woodstock
Newfoundland		
NF	AVALON	Avalon Community College
NF	CABOT	Cabot Institute
NF	CENTRA	Central Newfoundland Community College
NF	EASTER	Eastern Community College
NF	FISHER	Fisher Institute of Applied Arts & Tech.
NF	WESTER	Western Community College
Nova Scotia		
NS	NSAGRI	Nova Scotia Agricultural College
NS	NSCC	Nova Scotia Community College
NS	NSIT	Nova Scotia Institute of Technology
NS	UCCB	University College of Cape Breton
Northwest Territories		
NT	ARTIC	Arctic College
Ontario		
ON	ALGONQ	Algonquin College
ON	CAMBRI	Cambrian College
ON	CANADO	Canadore College
ON	CENTEN	Centennial College
ON	CONEST	Conestoga College
ON	CONFED	Confederation College
ON	DURHAM	Durham College
ON	FANSHA	Fanshawe College of Applied Arts and Technology
ON	GBC	George Brown College
ON	GEORGI	Georgian College
ON	HUMBER	Humber College
ON	LAMBTO	Lambton College
ON	LOYALI	Loyalist College
ON	MOHAWK	Mohawk College
ON	NEWLIS	New Liskeard College Agricultural Technolgy
ON	NIAGAR	Niagara College
ON	NORTHE	Northern College
ON	ONTAGR	Ontario Agricultural Colleges
ON	RIDGET	Ridgetown Agricultural College
ON	SAULT	Sault College
ON	SENECA	Seneca College
ON	SHERID	Sheridan College
ON	SIRSAN	Sir Sandford Fleming College
ON	STCLAI	St. Clair College

Prov	College	Name
ON	STLAWR	St. Lawrence College Saint-Laurent
ON	TORONT	Toronto Institute for Medical Technology
ON	XXXGBC	George Brown College
Prince Edward Island		
PE	HOLLAN	Holland College
Québec		
QU	ALMA	Cegep d'Alma
QU	CHAMPL	Champlain Regional College
QU	CHICOU	Chicoutimi
QU	DAWSON	Dawson College
QU	DEBOUL	College Bois-de-Boulogne
QU	DRUMMO	Cegep de Drummondville
QU	EDOUAR	College Edouard-Montpetit
QU	ITAHYA	Institut de tech agricole - Hyacinthe
QU	JOHNAB	John Abbot College
QU	JONQUI	College de Jonquiere
QU	LASALL	College LaSalle
QU	LEVIS	Cegep de Levis-Lauzon
QU	LIMOIL	College de Limoilou
QU	LIONEL	College de Lionel-Groulx
QU	MAISON	College de Maisonneuve
QU	MARIAN	Marianopolis College
QU	MATANE	College de Matane
QU	MONTMO	College Montmorency
QU	NOTRE	Notre Dame Secretarial College
QU	OUTAOU	College de l'Outaouais
QU	RIMOUS	Cegep de Rimouski
QU	RIVIER	Cegep de Riviere-du-loup
QU	SEPTIL	Cegep de Sept-Iles
QU	SHAWIN	Cegep de Shawinigan
QU	SHERBR	College de Sherbrooke
QU	STJEAN	College Saint-Jean-sur-Richelieu
QU	STLAUR	Cegep de Saint-Laurent
QU	TROIS	Cegep de Trois-Rivieres
QU	VANIER	Vanier College
QU	XAVIER	College Francois-Xavier Garneau
Saskatchewan		
SK	CARLTO	Carlton Trail Regional College
SK	CUMBER	Cumberland Community College
SK	CYPRES	Cypress Hills Community College
SK	LAKELA	Lakeland Regional College
SK	NORHTL	Northlands Career College
SK	NORTHW	North West Regional College
SK	PARKLA	Parkland Regional College
SK	PRAIRI	Prairie West Community College
SK	SASKIN	Saskatchewan Indian Inst. of Technology
SK	SIAST	Sask. Institute of Appl. Sc. & Tech.
SK	SOUTHE	South East Regional College

Prov	College	Name
Yukon		
YK	YUKON	Yukon College

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